


VERULAM SCHOOL



Policy for SEND and Learning Support

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 P A Ramsey Headmaster	 J Acton Chair of Governors

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Setting the Scene for Special Educational Needs at Verulam

Verulam seek to provide an inclusive environment for pupils with additional needs, including special needs.

Definition of SEND from the Code of Practice 2014.

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

This SEND policy has due regard to the Equality Act of 2010 Definition of Disability (EA 2010)

A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

Impairments might include sensory, mental health issues, learning difficulties, and dyslexia, diabetes, and epilepsy, emotional or behavioral difficulties caused by underlying physical or mental issues. A pupil can have either a special need or a disability or both.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Education provision means:

Education which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

A significant number of children may, at sometime during their education, experience difficulties that require additional or different support. Most of the needs of these children will be met in the mainstream classroom through teacher differentiation, alongside their peers. We recognise that many of our pupils will overcome their

difficulties and no longer require learning support. Occasionally it may be necessary to involve outside specialists. For a very limited number of pupils the LEA will make a formal assessment of their needs and consider the possibility of drawing up an Education Health and Care Plan. (EHCP)

The Special Educational Needs Code of Practice provides a framework for developing strong partnerships between parents, schools, LEAs, health and social care so that we are able to include all children, whatever their need and help them to achieve and be successful. Schools are now required to publish their SEND Information Report as part of the Local Offer. This document is published on the Verulam School website .

Statements of SEND have been replaced with Education Health and Care Plans. The tiered structure of School Action and School Action Plus has been replaced by one single school based category known as School Support. There is greater emphasis upon a graduated response to pupils needs based upon the cycle of ‘Assess, Plan, Do , Review.’

Verulam’s School Policy for Special Educational Needs and Learning Support has been formed in the light of these developments and statutory requirements but also considers successful practice developed by the school over many years.

2. Aims and Objectives for Special Educational Needs Provision

The principles outlined by the Code of Practice 2014 are as follows.

- Early diagnosis of difficulties
- Greater choice and control given to young people and their parents in selecting the most appropriate means of support.
- Collaboration between health, education and care service to provide support.
- High quality provision to meet the needs of pupils with SEN.
- Supporting successful transition to adulthood.

These principles support Verulam’s main school aims, and, in particular, to the School’s main aim two, which is;

“To provide a broad, balanced and relevant curriculum which develops imagination and encourages the acquisition of understanding, knowledge, experience and skills.”

Verulam’s Aims and Objectives for Special Educational Needs

- To give pupils with identified special educational needs the greatest possible access to a broad and balanced curriculum.

- To ensure that the curriculum has both progression and coherence within the overall education process.
- To provide pupils with a full range of learning experiences which are suitably differentiated or reasonably adjusted according to individual needs.
- To recognise the importance of equal opportunities and to provide an environment in which pupils with special educational needs can achieve personal success.
- To ensure that the Special Educational Needs , Learning Needs or Additional Needs of pupils are identified by effective assessment and kept under regular review.
- To encourage pupils to play an active part in achieving their potential.
- To encourage the parents of pupils with special educational needs to be actively involved in the education of their children.
- To ensure that effective use is made of all available resources from within school and beyond school in order to provide for pupils' special educational needs.

3. Policy into Practice: Identification, Assessment and Provision

Initially, information about pupils with special educational needs is gained from:

- Visits to primary school before pupils transfer to Verulam
- Key Stage 2 assessments and primary school Annual Reports:
- Parental comments at Primary Transfer evenings
- Liaison with relevant professionals such as the educational psychologists, speech and language therapists etc.
- Extended Transition Visits to Verulam during the Summer Term before entry.

During the first half-term in Year 7, we also obtain information internally from:

- A Maths test
- An English test comprising of three elements, written English, spelling and reading.
- NFER Cognitive Abilities Tests
- Diagnostic assessments where relevant

All members of staff are involved in the identification of pupils with special educational needs by:

- classroom observation
- monitoring work/behaviour in and out of the classroom
- tracking underachievement
- discussions with Heads of Faculty, Heads of Department, Heads of School, Heads of Year, Pastoral Heads, parents, external professionals and SENDCo

In Year 9 pupils are screened for Exams Access and application made where appropriate. This process is repeated for some students in Year 12.

Pupils and parents may also bring to the attention of the school special educational needs, which will then be further investigated by Subject staff, Form Teacher, Head of Year or SENDCo, as appropriate.

In order to enable teaching and support staff to monitor and identify pupils who have special educational needs, the school has adopted a tiered response. This model acknowledges that there is a continuum of special educational needs, but it also requires that schools should make full use of available classroom and school resources before, where necessary, requesting advice from specialists on the particular difficulties that a pupil may be experiencing.

The Graduated Responses Model

- **Concern:** Initially teachers keep a record of pupils causing concern and put their own strategies in place. Pupils who have a mild special need but do not require special provision are noted as a Concern on the SEN register. This ensures staff are aware of these pupils and monitor them.
- **School Support:** When a member of staff or the SENDCo identifies a child with SEND or Learning Difficulties then the school should conduct further assessment in order to develop appropriate interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies. Appropriate strategies or support might be noted on a Pupil Profile Sheet or Provision map. Individual targets will also be set as part of the school's normal target setting procedure. Pupils names will be placed on the SEND Register. If, after a time at School Support, a pupil is not felt to be making adequate progress and is still giving cause for concern, then the school may request help from external agencies.

- **Note in lieu** this recognises a child has needs but not great enough to need an EHCP.
- **Education Health and Care Plan:** Pupils having an EHCP have a multi professional plan that is designed to be accessible by the pupil and their parents as well as professionals. The plan will reflect the needs and provisions that are to make to enable the child to make good progress. For these pupils there are annual review meetings involving the pupil, his parents, teaching staff, learning support staff and the external agencies involved. Connexions will develop transition plans with pupils in Year 9 and above. ECHP remain in place until the pupil is aged 25.

Reviews

- Provision for pupils with SEND is reviewed at least twice a year but may be reviewed more frequently according to the needs of the pupils. Teaching and support staff are involved in the review and parents are invited to discuss their son's progress.
- All staff within their own subject areas are involved in the on-going monitoring, assessment and review of pupils with special educational needs. Within departments a named 'champion' supports other staff, liaises with the SENDCo and monitors the progress of SEND pupils within that department.
- The SENDCo meets with parents to discuss progress at PCE and holds regular 'SENCo Surgeries'
- The School recognises the value and importance of 'Pupil Voice'. Pupils are given the opportunity to contribute to their own review.

Teaching and Learning

Most support is offered to pupils in mainstream classes by their subject teachers. This will not only take the form of awareness of pupils' Special Educational Needs, but may include the close monitoring of work, use of recommended strategies, support in class, the use of differentiated materials or extra encouragement, whichever is most appropriate.

The Department of Learning Support and SEND seeks to creatively extend and develop support to meet the full range of special needs at Verulam. The Department of Learning Support and SEND provides in-class support for pupils,

whereby the subject teacher and the Learning Support Assistant work together to provide for pupils with special educational needs. In-class support is provided in a range of subjects across the full age range. In exceptional cases individual study support may be offered to students with a statement of special needs or students working well below expected national curriculum levels. LSAs are mainly directed to support in the core subjects.

Some pupils are provided with specialist equipment, use of ICT hardware or software or modified materials which ensure full access to the curriculum. The Learning Support Department promotes volunteering / mentoring by sixth form students. This is a valuable resource which is used to provide individual Literacy, Numeracy and study skills support.

In Years 7, 8 and 9 there is support for basic Literacy and Numeracy skills within English and Maths via specialist teaching. Parents are informed about this type of provision. Pupils whose reading is significantly below age appropriate expectation will be offered individual reading sessions.

4. Staffing and Partnerships

Funds for special educational needs provision are allocated by Herts County Council according to a DfE approved formula (YPLA).

- Heads of Year and pastoral leaders work closely with the SENDCO to support pupils' needs.
- The Learning Support Faculty staff attend training run by the LEA and other agencies in order to keep up to date with current thinking and practice in the special needs field.
- The Learning Support Faculty provides INSET for staff as appropriate.
- A named 'champion' in each department attends SEND training sessions, supports other staff, liaises with the SENCo and monitors the progress of SEND pupils
- All Faculties use part of their budget allocations in order to provide for pupils with special educational needs.
- The Learning Support Department has an annual allocation from the school budget to spend on photocopying/enlarging books, textbooks, exercise books, testing materials and other equipment for pupils to use.
- The school will work with the LEA and other agencies to support pupils through specialist assessments, professionals meetings or multi agency meetings using the Common Assessment Framework (CAF).

Admissions

Criteria for admission to Verulam are the same for **all** pupils as set out by Herts County Council.

Complaints Procedure

In line with Verulam's general complaints procedure the following action should be taken:

Informally

- In the first instance complaints about Verulam's special educational needs provision should be addressed to the SENDCO.
- If the SENDCO's response is felt to be unsatisfactory, complaints should then be addressed to the Headteacher.

Formally

- If the Headteacher's response is felt to be unsatisfactory, complaints should then be addressed to the Governing Body.
- If there is still dissatisfaction with the Governing Body's response, complaints should then be addressed to the LEA.

The School Governor with responsibility for SEN is: Tracey Broadrick

Appendices: SIR Report 2016

1. Glossary

- INSET – In-service Training
- LEA – Local Education Authority
- EHCP – Education Health and Care Plan
- SENDCO – Special Educational Needs and Disabilities Coordinator

