

# Handsworth Grange Community Sports College

## *SEND Policy*



**Date Written:** September 2013

**Amended:** January 2018

**Review Date:** September 2018

**LT Responsibility:** Steph McCoy

**Governor Committee:** Pupils, Parents and Community

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

## 1: Introduction

The co-ordinator for special educational needs and disabilities at Handsworth Grange Community Sports College (SENCO) is Joanne Brocklesby. The SENCO is the named person for managing the school's response to ensuring provision we make for children and young people with special educational needs.

## Philosophy

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Handsworth Family of Schools to ensure that we take positive action to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities and encourage children to be involved in their own learning.

## Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
5. To provide support and advice for all staff working with special educational needs pupils

## Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Handsworth Grange Community Sports College regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA

Students are never 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.

## 2: Aims

Provision at Handsworth Grange Community Sports College is characterised by

- Working creatively and holistically to remove barriers to learning
- A pupil centred approach
- Partnership of parents
- Focus on outcomes for students
- High aspirations and expectations for all pupils with SEND
- Close working relationships with outside professionals
- Class teachers retain responsibility for pupils with SEN and their provision
- Supported transition for all pupils with SEND moving to post-16 education

### 3: Identifying Special Educational Needs

The school uses a graduated approach in response to a concern that a student has special educational needs as outlined in "The Code of Practice 2014". Concerns may be raised by parents or can come from within school. To help with this process information is collated from a variety of sources which is then used to plan the next steps. We always identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child. The level of provision provided is supported by, and recorded on the Sheffield Support Grid.

#### The four broad categories of need are detailed below:

Communication and Interaction (C&I)	Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Asperger's Syndrome and Autism
Cognition and Learning (C&L)	Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); developmental co-ordination disorder or dysgraphia. A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.
Social, mental and emotional health (SMEH)	A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression), Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder, An anxiety disorder, A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include;

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Wave 1 - Quality First Teaching by all teaching staff**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. At Handsworth Grange Community Sports College specialist teachers for students with SEN are employed through catch-up funding for the teaching of small targeted classes of SEN students in English and maths. It is our philosophy that, as much as possible, students are taught in classes by qualified teachers and not withdrawn for intervention by unqualified teachers.

### **Wave 2**

Wave 2 is initiated only where a very specific need is identified that may be addressed through a time limited intervention run by teaching assistants, but monitored by the SENCO.

Interventions may include:

- Lexia reading intervention
- Inference reading intervention
- A Specific phonics reading intervention or Toe by Toe
- Learning mentor support
- Behavioural Psychology therapy
- additional staff training
- Creation of a One Page Profile, that is shared to all teaching staff, using a person centred planning approach
- Pupil Friendly Individual Education or Behaviour Plans

### **Wave 3**

Where the school feels that the student's needs are not being met in school then, in partnership with parents, the school will seek advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

### **The Review Process**

The progress of all students who have identified special educational needs is monitored termly. Parents will have the opportunity to work with the SENCO to plan for their child's future educational needs through drop in days, planned review meetings or through our open door policy. The SENCO is always happy to arrange meetings requested by a parents or carers.

## **My Plans**

It may be appropriate in some cases to complete a My Plan for a student where there are particular concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person. A My Plan provides a very detailed picture of a student which is created through a series of person centred meetings. Creating a My Plan involves a team of people, including the student themselves, who are committed to supporting the achievement of a set of agreed outcomes. Completing a My Plan includes gathering information regarding the student's history and background. This helps provide the team with a holistic view of the student in order to create the best intervention plan possible. The student should see themselves in the centre of this planning process. Reviews for My Plans are calendared in termly. The whole team are invited to attend a My Plan meeting or submit a report.

## **Statutory assessments/Education, Health and Care plans (EHCP)**

If a pupil fails to make adequate progress on a My Plan, and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan (EHCP). A statutory review of the EHCP is completed annually. All services involved in the provision or support for the student are required to contribute to the annual review. More frequent reviews will be arranged according to the need of the student. The SENCO is responsible, on a daily basis, for co-ordinating the provision specified on an EHCP that has been identified as necessary to support the special educational need of the named student on it.

## **5: Criteria for exiting the SEN register**

Where students make sufficient progress without the need for any provision that is additional to or different from a normal differentiated curriculum, it may be agreed at a student review meeting that no further additional support is required and they may exit the SEN register. Further additional support can be requested again at any point.

All children who have been identified as having an SEN at any point in their school careers are recorded on the schools 'census information', which is kept updated by the SENCO and shared through the schools data base system (SIMS) with all teaching staff so they are familiar with the needs (past or present) that their students.

## **6: Supporting Families**

School have liaised with the Local Authority to produce a Local Offer entry for Handsworth Grange Community Sports College. This can be found in the Sheffield Directory at [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk)

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found via the SEN page on the school website. We always endeavour to support students with SEN through signposting families to other agencies and services that may be of help e.g. MAST team, Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

## **Admissions**

Handsworth Grange Community Sports College will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## **Access arrangements**

Handsworth Grange Community Sports College follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

## **7: Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **8: Training and Resources**

- The SENCOs from each school across the Handsworth FoS meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

## **9: Roles and Responsibilities**

### **The Role of the Governing Body**

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs,
- Has regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with SEN.
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child

### **The Role of the Head teacher**

- Ensures that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensures that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperates with local authorities during annual EHC plan reviews.
- Ensures that the SENCO has sufficient time and resources to carry out their functions.
- Provides the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully reviews the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

### **The Role of the SENCO**

- Be a qualified teacher with the recognised SENCO qualification (within three years of being in post)
- In collaboration with the Head teacher, the SENCO, and governing body, determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND need.
- Managing the team of teaching assistants.
- Collaborating with SENCOs across the Handsworth Family of Schools to facilitate joint policies and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Overseeing the review and maintenance of statements/EHCPs MY Plans and records for all SEND students.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school.
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies as relevant/appropriate.

### **The Role of the Class Teacher**

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and the student.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Identify students not making progress and inform the SENCO.

## **The role of Parents and Carers**

At Handsworth Grange Community Sports College we recognise that parents and carers are the experts when it comes to understanding some of the needs of their children. Their partnership with school is central to any success towards enabling their child to achieve their desired goals. We always strive to create and maintain excellent working relationships with parents of pupils at our school which are based on trust and respect through a process of listening and learning.

## **10: Reviewing the Policy**

This policy will be reviewed annually. Next review date is September 2018.

## **11: Complaints**

1. As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint then Mrs Brocklesby (SENCO) should be contacted directly through the school office. If this is not satisfactory then an appointment to discuss the complaint with the Headteacher will be made. Further to this, the governor with responsibility for SEN and the Chair of Governors will become involved. At any time the parent may seek help from the Parent Partnership Service (see below).

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)

### **Darnall Education Centre**

Star Works  
 212 Darnall Road  
 Sheffield  
 S9 5AF  
 Telephone: 0114 2619191  
 E Mail: [ed-parent.partnership@sheffield.gov.uk](mailto:ed-parent.partnership@sheffield.gov.uk)



**Approved by**

**Governor:** ..... **Date:** .....

**Signature:** .....