

Stepney All Saints School

We Learn Together | We Pray Together | We Achieve Together

Special Educational Needs and Disability Policy

Committee Review: P&C

Ratified: June 2020

TBR: June 2021

SLT Responsible: I. Cameron/ A. Bell/ Governing Body

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

The Learning Development Department (LDD) aims to support a wide range of students' needs in a cross-curricular environment. The LDD takes a co-ordinating role as well as directly supporting students with SEND (Special Educational Needs & Disability). Details of our school offer are accessible on the school website.

We believe that:

- All students including those with special educational needs and disabilities are entitled to a broad, balanced curriculum that reflects their needs, aspirations and interests.
- All staff have a responsibility for providing for students with SEND. This can be facilitated through curriculum developments and through the support of individual students. It is important that staff develop professional skills in this area.
- Like all students, those identified as having SEND are individuals with a variety of learning styles, strengths and weaknesses. They are not a distinct or homogenous group and may have much in common with children not identified as having SEND. Some on the SEND list may indeed be highly able or may have particular strengths.
- A student with SEND is understood by the Code of Practice (2014) as being a student that either has a significantly greater difficulty in learning than the majority of others of the same age or 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 all cases, such needs also arise from the interaction between the child and the learning environment. Assessment of SEND must take account of this.
- It is important that teaching staff maintain high expectations of those on the SEND list and provide opportunities to achieve and demonstrate success. Learning difficulties can be temporary and can be minimized by appropriate teaching methods.
- Teaching approaches which help students with SEND access the curriculum are often useful for many other children as well.
- Students with SEND may require additional resources in order to ensure they have full access to the curriculum.
- A student should not be considered to have SEND merely because he or she is in the early stages of learning English. However, some bilingual children also have learning difficulties. Due to the cohort of students at Stepney All Saints School it is especially important that such children are identified early and appropriate support provided. It is necessary to use a variety of identification and monitoring approaches. In addition, displays of poor behaviour do not necessarily mean that there is a special educational need, it may well mean that further investigation/assessment is required. The views of parents and of the students themselves are sought and used in assessing and meeting needs, in reviewing progress made and in evaluating SEND provision in the school.

THE LEARNING DEVELOPMENT DEPARTMENT AIMS:

- To ensure that any SEND are quickly identified and appropriate consultation with parents/carers takes place.
- To encourage high levels of aspiration and achievement.
- To make the curriculum accessible for all students through differentiation and the use of appropriate teaching and support strategies.
- To contribute to the professional development of all staff in relation to SEND through a range of formal and informal in – service training strategies.
- To maintain efficient and effective records keeping systems (SIMS and paper files) to monitor and

evaluate individual and group progress against expected achievement and specific targets outlined in the Individual Education Plan (IEP) and/or Education, Health & Care Plan (EHCP).

- To seek views of students, parents, teachers, governors, outside agencies and the Local Education Authority (LEA) in determining and evaluating SEN provision.
- To plan and implement practical ways in which the school can adapt itself for students with physical disabilities e.g. wheelchair users.

RESPONSIBILITIES FOR THE PROVISION OF STUDENTS WITH SEND

SENDCo

Provision for students with SEND is co-ordinated by the SENDCo, who is responsible for:

- Day to day operation of the SEND policy
- Implementing the targets on the Departmental Development Plan
- Liaison and advice to colleagues
- Contributing to in-service training of staff
- Drawing up departmental timetables
- Holding fortnightly LDD meetings with LSAs
- Working with the Assistant Headteacher who line manages the SENDCo to ensure that SEND receives consideration across the curriculum
- Maintaining and updating the SEND list. This list includes the new categories of need. They are recorded as 'Area of Need' and 'Sub-Categories' in accordance with the SEND Code of Practice (see page 15)

- Overseeing student records, monitoring and reviewing progress and provision
- Identifying appropriate resources to support classes and individuals
- Liaison with the Assistant Headteacher with responsibility for EAL students to determine if any bilingual students also have SEND
- Liaison with parents/carers of students with SEND
- Working with SEND teachers to arrange and run annual reviews and IEP reviews for pupils with statements
- Liaison with external support services
- Communicating with the head teacher and line manager as part of the inclusion team
- Arranging special examination arrangements
- Monitoring SEND Teaching
- Carrying out Performance Management planning and reviews
- Attending the Inclusion Panel

Deputy SENDCos:

- To deputise for the SENDCo as and when this is necessary
- Each Deputy SENDCo to have Key Stage responsibility e.g. KS3 and KS4/5
- To liaise with HLTAs/LSAs regarding support in specific areas of expertise
- To provide staffing support for the All Saints School Hub and the school's CLC

As well as the SENDCo; the Headteacher, governors, teaching and non-teaching staff and the students themselves all have responsibilities to implement the Code of Practice.

Headteacher

The Headteacher currently has overall responsibility for the implementation of SEND and inclusion within the school. He will ensure that the SEND policy is implemented and he will monitor and review its effectiveness.

Governors

School governing bodies have statutory duties towards students with SEND. Governors must report annually to parents on the policy for students with the SEND and provide details of provision and allocation of resources.

Subject teachers

All teachers are responsible for the education of students with SEND. This involves planning differentiation strategies and providing useful feedback to help these students make progress. Subject teachers are responsible for making appropriate provision and knowing the targets on any Group Education Plan (GEP) or Individual Education Plan (IEP) for those on the SEND list. Subject teachers and form tutors must also be aware of the contents of the IEP for students on the SEN list. They are asked to contribute to reviews of progress and to the formulation of the new IEPs.

Learning development teachers (LDD teachers)

Each LDD teacher is allocated a 'caseload' and is responsible for writing and reviewing the IEPs and/or the EHCPs for those students and for liaising with the subject teachers of these classes as required. All reviews are agreed

and overseen by the SENDCo. They also have an involvement in supporting and training SEN support assistants. LDD teachers currently withdraw some individual students and small groups for 'wave 2 & 3' interventions. (The development plan includes provision for short term small group numeracy and social skills classes as well as one off or short term revision sessions.) They also sometimes see children individually for the purpose of testing and reviewing IEP targets and progress. In addition, they may teach an alternative accreditation course, Award Scheme Development and Accreditation Network (ASDAN) at Key Stage 4.

Higher Level Teaching Assistants (HLTAs) run individual/small group wave 2/3 interventions for pupils with ASD, SLCN. & LEXONIK They also assist the SENDCo in helping monitor the work of LSAs

Learning Support Assistants (LSAs)

LSAs are not trained teachers. They provide in-class support for students with SEND. They also have a role in discussing children's progress with parents. Senior LSAs have extra responsibilities, particularly in relation to assisting the SENDCo with administrative tasks and duties connected with the management and professional development of LSAs.

Students

Students are encouraged to take an active part in identifying suitable targets and monitoring their own progress. They are encouraged to develop their independence as they get older.

ADMISSION ARRANGEMENTS

A child with an EHCP naming Stepney All Saints School will be offered a place, unless there are particular reasons why the School is unable to do so. The place will be provided in the appropriate band of ability.

Resourcing at Support for SEND

For students in this category the LDD staff provides a range of additional support of various kinds. LDD teachers provide small group classes for literacy/numeracy, speech and language and social skills training. In-class support is provided mainly by LSAs. LDD teachers also provide some one-to-one support.

Particular emphasis is now being placed upon increasing student involvement in identifying and reviewing IEP targets. IEP reviews will be chaired by LDD teachers and attended by LSAs. As well as 1:1 coaching about targets, support provided in class generally aims to improve access to the National Curriculum, helping students to understand and retain key concepts, to develop important skills and to develop confidence in their own ability to make progress. LDD teachers may set small amounts of extra homework related to IEP targets.

Resourcing for students with EHCPs

Students with EHCPs receive the staffing provision specified on their EHCP. This could be from an LSA and/or a teacher from the LDD. The statement may also specify access to resources other than staffing. Students with EHCPs have person-centred annual reviews at which progress is evaluated and decisions made about the appropriateness of the current provision on the statement. Relevant external agencies are invited to these reviews.

IDENTIFICATION OF SEND STUDENTS

Aims of SEND identification and assessment:

- To identify students needing support to access the curriculum.

- To identify needs and plan teaching strategies.
- To provide feedback to students to enhance learning skills.
- To develop students' ability to identify own achievements and target areas for improvement.
- To provide feedback to teachers on effectiveness of teaching strategies.
- To encourage the use of a variety of assessment techniques to ensure each student has the opportunity to succeed and become aware of progress made.

Identification of SEND is based on:

- Information obtained from previous school records.
- Information from outside agencies.
- Information from parents and the student.
- Cognitive Ability Tests (CATs), Accelerated Reader tests, group spelling tests
- Individual diagnostic tests for those identified as needing extra help.
- Classroom observation.
- Reports and referrals from subject teachers.
- Data on attainment levels (teacher assessment without levels)

Progress is monitored and assessed through:

- IEP reviews
- Students' self-review
- Views of parents
- Attainment data on SIMS
- Students events recorded on SIMS
- Results of individual diagnostic tests especially for literacy and numeracy
- School reports
- Annual Review of EHCPs

ASSESSMENT

Concern

There is a referral system in place for subject teachers or form tutors to register a concern about a students' progress. Results of reading, spelling and CATs are also used to identify students who may have SEND. Liaison with the Assistant Headteacher with responsibility for EAL students takes place to attempt to determine whether a particular bilingual beginner in learning English may also have SEND.

If testing or primary schools raise concerns about a pupil in year 7, and no other evidence exists, the student will be recorded on the preliminary SEND list in the autumn term. This is reviewed during the next tracking

period and a decision is then made to include them on the SEND list or not.

Support for SEND (SSEND on SEND list)

The LDD will provide a degree of support depending on available resources and the student's needs (see school offer on school website). The student may be included on a GEP or have an IEP. Parents will be invited to meet to decide the support that their child is being offered and how they can support their child at home. This is recorded on the IEP.

If it becomes clear that support from within the school is not enough to ensure that special needs are met, external specialists are consulted, for example from the Educational Psychology Service (EPS) and the Support for Learning Service (SLS). All requests for extra support must be backed up with firm evidence of strategies that have been tried within the school and evidence of lack of adequate progress in response to these.

Statutory assessment of SEND

If, after review and consultation with parents, agencies and teachers the School or LEA considers the need for a full assessment is necessary, a statutory assessment is completed. If agreed, the LEA will consult with the school, agencies and parents to write an EHCP. Not all statutory assessments result in an EHCP.

Education, Health and Care Plans

If the LEA decides to issue an EHCP, it details the nature of the provision and that the EHCP must be reviewed within a year.

ACCESS TO THE CURRICULUM

All students experience a broad and balanced curriculum. Subject departments are continually developing and reviewing their teaching strategies and lesson materials in order to ensure that students with SEND can make progress.

Access to the curriculum means much more than students simply being located in the same classroom as their peers. Differentiation by outcome alone is not enough. Some students require more intensive help with basic skills. For example, in order to ensure that students with major literacy difficulties can have a better chance of making progress within the National Curriculum it may be more effective to provide focused short term small group tuition in literacy skills than to provide in-class support only.

Teachers are encouraged to use a variety of teaching approaches in response to the variety of learning needs within the class. Some children require more visual information and find it difficult to use the printed word or to sustain attention to teacher talk. Some need instructions broken down into simpler steps, one at a time. Many children need new terminology explained in ways they can relate to previous knowledge. Subject departments often develop key word lists for each topic; a focus on vocabulary and spelling can be used to consolidate comprehension and retention of key points. Similarly, teachers are encouraged to use a variety of assessment approaches. A student with specific learning difficulties may have very good understanding of key concepts but may not yet be able to demonstrate this in writing. Use of oral assessment can provide the opportunity for such a student to demonstrate achievement and maintain self-confidence.

INCLUSION

Students with SEND join in the usual academic and social activities of the school together with students who do not have SEND. The SENDCo, Deputy SENDCos, SEN teachers and LSAs support teachers in being clear about what different groups of pupils need within the school. With the emphasis on more inclusive education all members of the school community are made more aware of individual students' needs. Inclusion and the Code of Practice both increase the responsibility of all staff for students with SEND. Staff receive CPD in order to help them fulfil this responsibility.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SEND POLICY

The following criteria will be used to evaluate how successfully the policy has been implemented:

- Agreed procedures for referral being followed.
- SEND list kept up to date and available to all staff.
- IEPs or GEPs written for all students on the SEN list.
- All staff have access to a copy of the IEPs for the students they teach or support.
- All staff are aware of the contents of the IEP (main area of concern, student targets, and recommended teaching strategies) and aware that they are invited to provide comments or suggestions for next IEP.
- Departments are able to report on the development of differentiation strategies.
- Students on SSEND have a copy of their own targets and know what they are.
- Students with SEND show increasing confidence in ability to cope independently in lessons.
- Students making progress as shown by the monitoring or IEP outcomes, by results of standardised tests, teacher assessment of progress and public examination outcomes.

COMPLAINTS

Parents who wish to voice a concern about their child's progress or complain about SEND provision can make an appointment to see the SENDCo. The SENDCo will keep a log of any complaints and the action taken in response. The line manager and head teacher will also be informed. If parents do not consider this action is adequate they may contact the head teacher or the governing body, if the matter is still unresolved, the LEA complaints procedure will need to be followed.

EXTERNAL SUPPORT SERVICES

The school consults and uses the following as appropriate:

- Educational Psychology Service
- Educational Social Work Service
- Tower Hamlets Careers Service
- Support for Learning Service
- Speech and Language / Visual Impairment / Hearing Impairment
- Child and Adolescent Mental Health Service (CAMHS)

- Parents' Advice Centre
- Language Support Service
- Local Education Authority (LEA) SEND Section
- Phoenix Outreach Service

PARTNERSHIP WITH PARENTS / CARERS

Parental involvement is encouraged at all stages of the assessment procedure. The LDD tries to ensure that interpreters are available if needed for example at annual reviews. Stepney All Saints has a Home-School Liaison Officer who can contact parents of children with SEND. LDD teachers attend parents' evening in order that parents / carers can discuss issues and be given feedback on the progress of their child.

LINKS WITH OTHER SCHOOLS

Stepney All Saints School maintains close contact with feeder primary schools. If at the admission interview it is established that a child has SEND, the information will be passed to the SENDCo, who will liaise with the child's current or previous school to obtain SEND records. When a child transfers from Stepney All Saints to another school, all curriculum records are forwarded to the new school. The SENDCo or LDD staff attend Annual Reviews of students in Year 6. The SENDCo attends SENDCo conferences run by Tower Hamlets LEA so has the opportunity to meet SENDCos from all Tower Hamlets schools.

SEN PROFESSIONAL DEVELOPMENT

Priority areas for 2020/21:

- All LDD teachers and LSAs to receive whole school and department inset on assessment without levels.
- Whole staff involvement with IEPs (increase staff and student involvement).
- LSAs to be more closely involved in writing IEPs with support from LDD Teachers.
- Embed and review the All Saints Hub and the role of SEND staff in supporting learning through the Hub.
- Embed and review recent changes to staffing structure.
- Ensure support is provided in the CLC and with specific SEND pupils to ensure FTEs and permanent exclusions of SEND pupils are not above national averages.
- Set up reading and number work small groups run by LSAs.
- Improve the professional development opportunities for LSAs through a combination of in- house training and external courses.

It is important that an opportunity is provided for teachers/LSAs attending INSET to report back to colleagues. LSAs are encouraged to attend courses provided by the LEA.

MONITORING AND EVALUATION OF THE WORK OF THE DEPARTMENT

- Please refer to "Criteria for evaluating the success of the SEND policy" in the SEND policy.
- We will use a variety of evaluation procedures. We will consider various indicators of student progress (objective tests as well as surveys of teacher, parents and student opinion). We will use these to review our support strategies.
- Our work must be evaluated in the light of existing staffing and resources levels but we will make suggestions for further developments which could be undertaken if more resources were available.

- The SENDCo will monitor records kept by school based LDD teachers and by LSAs once a term. Reports are also written once a term by LDD teacher and if any problems arise in connection with this the SENDCo will refer the issue to the Support for Learning Service.
- SEND staff will be encouraged to self-evaluate and share ideas with each other in the context of meetings. These will be pooled and documented in the form of a strategy bank/aide memoir. SEND staff will also be encouraged to identify their own current strengths and professional development needs. This can be discussed and documented at individual line management meetings.
- Feedback from other departments occurs through the SEND representatives or link teachers will be asked to gather general feedback and suggestions from subject teachers and to inform the LDD through SEND representatives meetings.
- If the subject teachers have concerns about support provided by a particular teacher or assistant, they should first discuss the issue with the person directly. If the problem is not resolved they should inform the SENDCo.
- Feedback from parents occurs through annual reviews for students with EHCPs. The SENDCo is available for meetings and is present at all parents' evenings.
- Feedback from students is sought in the context of IEP reviews.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The LDD supports the school policy and believes it can contribute to this by increasing the opportunity for 1:1 dialogue between child and adult, through in-class support across the curriculum.

EQUAL OPPORTUNITIES

The LDD supports the school policy and works in partnership with other departments to ensure that all students are given any support they need to access the curriculum. It also contributes to curriculum development in order to meet the needs of students with varying abilities, learning styles and educational backgrounds. We comply with the Equality Act 2010.

GUIDE TO ACRONYMS AND ABBREVIATIONS IN THIS DOCUMENT

CAMHS	Child and Adolescent Mental Health Service
CATs	Cognitive Ability Tests
CMIS	Computerised Management and Information System
EAL	English as an Additional Language
EHP	Education, Health & Care Plan
EPS	Educational Psychology Service
GEP	Group Education Plan
IEP	Individual Education Plan
LDD	Learning Development Department
LEA	Local Education Authority
LSA	Learning Support Assistant
OfSTED	Office for Standards in Education
SATs	Standard Assessment Tests
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SLS	Support for Learning Service
SpLD	Specific Learning Difficulties

SEN PROVISION TYPES

Code	Description
N	No special provision
K	Support for SEN
E	EHCP

GUIDE TO SEND LIST

Key	SEND Areas of Need	Key	Sub-Categories
<u>Code</u>	<u>Description</u>		
CI	Communication and Interaction	<u>Code</u>	<u>Description</u>
CL	Cognition and Learning	ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health	SEMH	Social, Emotional and Mental Health
SP	Sensory and/or Physical	HI	Hearing Impairment
		MLD	Moderate Learning Difficulty
		MSI	Multi-Sensory Impairment
		OTH	Other Difficulty/ Disability
		PD	Physical Disability
		PMLD	Profound & Multiple Learning Difficulty
		SLCN	Speech, Language and Communication Difficul
		SLD	Severe Learning Difficulty
		SpLD	Specific Learning Difficulty
		VI	Visual Impairment
		NSA	No Specialist Assessment

BROAD' CATEGORY NAMES	BOARD' CATEGORY ABBREVIATION	SUB-CATEGORY (showing the 13 SEN types underlined that are needed for the schools' sensus)
Communication & Interactio	CI	SLCN, ASD and including Asperger's
Cognition & Learning	CL	SPLD, MLD, SLD, PMLD
Social, Emotional & Mental Health Difficulties	SEMH	SEMH is its own sub-category but it includes ADHD, attachment disorder, anxiety or depression, self-harming, substance misuse, eating disorders, psychosomatic disorders and behavioural problems
Sensory and/ or Physical	SP	HI, VI, MSI, PD
Other difficulty/ disability	OTH	OTH is its own sub-category
No Specialist Assessment (SEN support but no specialist assessment of type of need)	NSA	NSA is its own sub-category