

Presdales School



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SEND Policy

Presdales School

As at September 2019 Presdales has approximately 1116 students from Year 7 to Year 13. The school is non-selective. Presdales has 17% of students on the SEND register, 8% Pupil Premium and 5% English as an Additional Language (EAL).

In 2019 93 % of our Year 11 students achieved both English and Maths at 4+ and 72% of students achieving English and maths at 5+ with 38% of students achieving 9-7 grades.

In 2019 our Year 13 students achieved 30% A*-A, 60% A* to B grade, and 99.2% A to E grades.

Engagement

Presdales has engaged members of their school community in developing their SEND policy, including parents, staff and trustees.

School Mission Statement

Presdales' vision is of a school which values students of all ages and abilities and helps them to exceed expectations through high quality teaching and learning and access to a wide variety of activities which enrich their education and personal development beyond the classroom.

Policy

This policy refers to Part 3 of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25 (January 2015).

Rationale

The school aims to enable all students to have equal access to the curriculum regardless of aptitude or disability. It seeks to enable students with special educational needs to access the curriculum by removing barriers to learning and supports them to develop any special talents whilst improving their self-confidence. Students are valued and achievements will be recognised.

At this school the person responsible for the provision made for students with SEND is Mrs Rachel Stewart who holds the National SENCo Award and her line manager is Mrs Julie Stephenson, who is the Deputy Headteacher Curriculum.

SEND aims:

- To work with the guidance provided in the SEND Code of Practice (January 2015)
- For all students to achieve their best and realise their potential
- For students to become confident individuals and live fulfilling lives
- To make a successful transition into adulthood, whether this is into employment, further or higher education or training
- To use their best endeavours to make sure a student with SEND gets the support they need
- To ensure students and parents are participating as fully as possible in all decisions.
- To do everything it can to meet students' SEND
- To ensure all students with SEND engage in activities of the school alongside other students who do not have SEND
- To have a designated teacher responsible for co-ordinating SEND throughout the school
- To inform parents of all the decisions being made about special educational provision
- To prepare and display on the website our SEND Information Report

Presdales will always take into account the views, wishes and feelings of the student and their parents/carers. All decisions will be made with the full participation of the students and parents and information and support, if needed, will be given to all those involved. This collaborative work will ensure the student achieves the best possible educational outcome.

Presdales' principles are designed to support:

- The participation of students and parents/carers with the school to achieve the best possible outcome for the student
- Early identification of need
- Greater control and choice to parents/carers
- Partnership and collaboration between education, health and social care services
- High quality SEND provision to meet the needs of all students with SEND

Definition of SEND

***'A child or young person has SEND if they have learning difficulty or disability which call for special educational provision to made for him or her.'* (SEND Code of Practice January 2015)**

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- ***Has a significant difficulty in learning which is greater than the majority of others of the same age***
or

- ***Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions'***

(SEND Code of Practice January 2015)

The four broad areas of needs as defined in the SEND Code of Practice (January 2015) are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We also recognise there may be factors that affect progress and attainment which are *not* SEND. These may include:

- Slow progress and low attainment
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Students eligible for student premium funding

Equality and Inclusion

'Many children and young people who have SEND may have a disability under the Equality Act 2010-that is a '...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities' (SEND Code of Practice January 2015)

All reasonable adjustments will be made for disabled students to access the school site; auxiliary aids can be provided with the support of the SEND team at Hertfordshire County. The Presdales School site is a physically challenging site and although the staff and trustees will make all reasonable adjustments for accessibility, some of its buildings are very old and some adjustments cannot be made. Every effort is made for the site to be accessible including rooming of classes downstairs and stair lifts to accommodate some of the more inaccessible stairs.

(Please see Presdales School Accessibility Plan)

Presdales School Admission Policy 2019

Presdales is a comprehensive school with six forms of entry. It is an all ability school and children will NOT be admitted with reference to their aptitude or ability.

The admission of students with an Educational Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the *Special Educational Needs Code of Practice January 2015*. 'Under the Education Act 1996 the

trustees are obliged by law to admit any child with an EHCP where this school is named in the Plan.'

(Please see Presdales School Admissions Arrangements, Equality and Diversity Plan, and the Accessibility Plan)

Students with medical conditions

Presdales in accordance with the Children and Families Act 2014 will make arrangements to support all students with medical conditions. Individual Health Care Plans are completed by the family and it is the family's responsibility to keep the school fully informed of medical needs or changes to medical needs. Where a student has a SEND need as well as a medical need then the Assistant Heads KS3 and KS4, named medical support person and the SENCo will work together to ensure health care plans are in place and the first aid team are fully aware and trained for the medical needs.

(Please see Supporting Students at School with Medical Conditions Policy)

Roles and Responsibilities

Presdales has a designated SENCo who is a qualified teacher appointed by the board of trustees and holds the National SENCo Award. The SENCo has day to day responsibility for the co-ordinating and the operation of the SEND provision made to support individual students with SEND, including those who have Statement of Educational Needs or Educational Health and Care Plans(EHCPs).

The SENCo is responsible for guiding and advising staff so they are confident in the delivery of lessons to students with SEND as well as working closely with parents/carers and outside agencies. The SENCo will be aware of the provision in the Hertfordshire County Local Offer, so that they can work with professionals to give advice and support to all involved.

The SENCo will advise all staff on the graduated response to providing SEND support, advise on the deployment of support staff and resources and they will keep records of all students with SEND up to date and work with other educational establishments to ensure smooth transition of students coming from or going to other educational institutions or employment.

The SENCo is the line manager for any Learning Support Assistants (LSAs). She is also responsible for the analysis of progress of all students with SEND and the impact of any intervention strategies which are deemed appropriate.

The SENCo arranges exam access testing and works alongside the exams officer to ensure the exams access complies with the JCQ exam board.

The role of the subject teachers

Subject teachers are responsible and accountable for the progress and the development of students in their class. It is their role to deliver high quality teaching, differentiated for individual students. Subject teachers are provided with pupil passports created by the SENCo, in conjunction with the parents/carers and students, which will enable each teacher to provide appropriate provision in their classroom. Subject teachers also have copies of

EHCPs, if necessary, so it is clear what provision is expected and what reasonable adjustments must be made for these students.

Subject teachers make regular assessments of the progress of all students which will identify where progress is less than expected given the students' age and individual circumstances. This information is recorded a number of times a year as tracking point data and shared with Tutors, Heads of Year, the SENCo and the Senior Leadership Team. Subject leaders, including the SENCo, analyse data and report to their line managers where they will plan further intervention if required.

SEND identification

Students are placed on the SEND register on entry if they have been identified in their primary school as having a special educational need or they may enter school with a specialist report identifying this need. Students may also be put on the SEND register if after screening/assessments by the SENCo a need is indicated.

Discussions will always be held with students, parents/carers and teachers to gather a fully rounded picture of specific need.

Before students enter Presdales information and data is gathered from students' feeder schools. If a student starts in Year 7 a member of the Senior Leadership Team organises for experienced staff, the Head of Year 7, and/or SENCo, to visit schools to meet with staff and the students. Transition forms are requested for all students so key information and data is gathered from primary feeder schools.

If the student is a inyear entry, meetings are held with the Head of Year unless there is an identified SEND need and then the SENCo is also present. If there is an identified SEND need from the previous school, the student will automatically be placed on the SEND register.

All students are tested on arrival in Year 7: CAT4, reading ages, spelling ability, and baseline testing for all subjects.

This data along with information from the primary schools will begin to inform the SENCo about students with SEND.

Parents will be informed if their child is identified as needing additional support, and will be part of the decision whether the additional support or intervention is put in place.

Normal school systems

All students at Presdales have access to a broad and balanced curriculum; all teaching staff have high expectations for their students and will set appropriate targets. Potential areas of difficulty should be identified and addressed straight away and teachers will plan lessons to address potential areas of difficulty and remove barriers to learning.

The school's objective is that all student's reach their individual potential. The curriculum is organised to support the learning of all students with learning difficulties. The emphasis is on the development of basic English, Maths and communication skills within all mainstream classes.

In Year 7, students are taught in mixed ability teaching groups. Maths set their classes at the end of the first half term. In Year 8, students are set in Science, French and their second modern foreign language and in Year 9, for English.

Most subjects run lunchtime or after school surgeries and students will be invited to attend these surgeries if they are off track on their tracking point reports or just if they would like more support. A list of these surgeries is on the extracurricular timetable which is available on the website.

All year groups are asked to attend one parent consultation evening a year and a parent/carer information evening at the beginning of the academic year.

Whole school approach to teaching students with SEND

Presdales ensures all students have access to a broad and balanced curriculum, including high quality teaching where reasonable adjustments are made so barriers to learning are removed.

High quality teaching at Presdales is when a teacher knows their students' strengths, weaknesses and their individual needs. Staff set clear objectives, deliver differentiated lessons, and remember that it is not just about completing a task but about the progress and learning that is taking place. Teachers will have confidence to use alternative teaching styles to support students' different learning styles.

High quality teaching at Presdales is when teachers make full use of assessment for learning, looking carefully at what students have achieved and their knowledge before moving on. Teachers at Presdales are committed to evaluating their performance and sharing best practice to ensure that students are engaged in their learning so they raise their achievements and as a school we see underachievement diminished.

SEND provision-a graduated response to SEND support

A student may be identified as having special educational needs and disabilities by their primary schools, parents/carers, subject teachers, form tutors or by the SENCo by screening assessments. Presdales follows the 'assess, plan, do, review' cycle by:

1. Problems identified in school are monitored by subject teachers and quality first teaching including clear learning outcomes for individual students, clear differentiation and subject based intervention.
2. If progress is still not being made the subject teachers will approach the SENCo with their concerns to seek advice.
3. After a specified period, the SENCo and subject leader will assess the progress.
4. If progress and attainment is continuing to cause a concern, then further assessment may be carried out by the SENCo.

5. If progress is still not being made or is below expectations the SENCo may make referrals with appropriate outside agencies.

Throughout the process above students are fully involved using a student centred approach and parents/carers will be informed after step four that progress of their child is causing significant concern.

Support available is:

- Access to specialist equipment if required including laptops and electronic readers. A student can bring their own laptop to school if they have been allocated one as part of their access arrangement for examinations.
- Touch-typing classes available for students using laptops
- Modification of work if required
- Lunch time clubs to encourage interests and social skills as well as giving some students a 'safe place'
- Pastoral support
- Organisational support and helping students develop independence and study skills
- Short withdrawal programmes if required
- LSA support if deemed appropriate
- Sixth formers support in lessons
- Paired reading and spelling support groups are available in Year 7.

Parents/carers and students are kept informed of all provision deemed appropriate through pupil passports and correspondence home and it is always discussed with parents/carers and students prior to them starting any intervention programme. The SENCo is available at all parents' consultation evenings and parents/carers can contact the SENCo or any member of the teaching staff via the phone and email and meetings can be organised if deemed appropriate.

Key Stage 4

In Key Stage 4 all students are expected to follow courses leading to GCSE and other recognised qualifications. Core subjects are set according to ability and students with special educational needs are advised on appropriate courses.

Learning Support Assistants

Presdales employ a team of two Learning Support Assistants (LSAs) who are line managed by the SENCo and work with the Year 7 and 8 students in the lower attaining Maths and English classes. LSAs sometimes also provide targeted support in other subjects where students require additional support, depending on the needs of the individual students.

Educational Health and Care plans

Students who have EHCPs have been identified at county level of having the highest level of SEND need. They are reviewed every year and reports and assessments are gathered by the SENCo from the subject teachers, students, parents/carers and any specialist agency involved with all paperwork being sent to all involved two weeks before the review meeting.

At the review meeting the SENCo, student and parents/carers are present and the progress of the student is discussed and changes to the EHCP are agreed.

SEND support is reviewed and adapted as part of the assess, plan, do and review cycle and if a student continues not to make expected progress the school or parents/carers may consider making an EHCP request. This will be a joint application with the school and the parents/carers and is led by the SENCo. Support and guidance will be offered throughout the process by the SENCo and once the EHCP request is at County level an EHCP co-ordinator will be assigned to the school and family.

Managing students on the SEND register

All students are monitored regularly through the school's periodic monitoring system, and grades and effort scores are sent home. pupil passports are reviewed when appropriate and students with an EHCP will also have their pupil passports reviewed at the time of the annual review.

All subject teachers are involved in the review process; the SENCo is responsible for collating the reviews and issuing a new pupil passport.

The level of provision is decided by the SENCo after communication with subject teachers, parents/carers and students. If Presdales decides that is unable to fully meet the student's needs through its own provision programme then the SENCo, after discussions with parents/carers and student, will make a referral to the appropriate Hertfordshire agency.

Some students may have exceptional needs and quality first teaching is not adequate to meet their needs, in this case the SENCo will apply for Exceptional Needs Funding (ENF) at Hertfordshire Local Authority SEND team. Parents/carers and students will be involved in the decision to apply for additional funding and if successful this is supplied in hours. The student will then have a LSA working with them in various lessons to match the hours awarded by Hertfordshire SEND team.

The codes used for SEND need are in line with the SEND Code of Practice (January 2015):

N: No SEND support- students have previously been on a SEND code

K: SEND support (school is putting in support beyond class differentiation, a pupil passport has been written and students have exam concessions)

E: An Educational Health and Care Plan is in place

Collaboration

Students and parents/carers are kept informed of every step, they are invited to meetings and everyone's views are considered important. Presdales values every member of its school community and at these discussions the student's strengths and difficulties are discussed, students' and parents'/carers' concerns are listened to before next steps and outcomes are agreed upon by all involved.

Record keeping and monitoring

All information, including reports from agencies, letters, assessment information and access arrangements are kept in students' files in the SENCo's office in locked cabinets. Information is kept for all the time the student is at Presdales, if the student moves to another school information will be forwarded.

At the end of KS4 or KS5 when the student leaves Presdales the files are kept for one year in the SENCo's files, then after one year they are archived within the school premises.

The SIMS SEND portal also contains information about a student's SEND status, description of their need, and electronic copies of pupil passports and any external agencies reports.

Monitoring of provision.....how do we do this?

The SENCo, subject leaders and the Senior Leadership Team monitor SEND provision by lesson observation and student shadowing. The SENCo meets with her line manager every week to discuss provision within the school and all subject leaders meet with their line manager every two weeks (one week for core subjects) in order to continually improve the teaching provision for students with SEND. The SENCo is planning a series of targeted reviews (starting with a focus on homework) to assess the provision that is currently being offered. This will be in collaboration with parents/carers and students.

Working together with outside agencies

If a student is causing concern academically or emotionally and socially further assessment advice can be gained from outside agencies including the Educational Psychology Service (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, Low Incidence team in Visual Impairment and Hearing Impairment, (VI and HI), medical services including local hospitals, Physical and Neurological Impairment (PNI), the Communications Disorders Team which includes the language assessment and autism advisory team, social workers, YC Herts and the school nurse.

Parents/carers and students are involved throughout the whole process and will be invited to meet with the professionals prior to or after the assessment as well as receiving a copy of the written report.

Transition

Prior to starting Year 7 Presdales provides extra school visits for students identified as requiring additional support with transition to a secondary school environment. The SENCo is available to meet any Year 6 parent whose child is currently on SEND support or has an EHCP.

All Year 9 and Year 11 SEND students will have a 1-1 meeting with YC Herts to discuss subject choices in Year 9, and school, college or employment choices at Year 11. Students in Year 9 with EHCPs will complete a preparing for adulthood form with YC Herts so appropriate subject and educational placements are decided upon.

Colleges may be invited to EHCP reviews, and Presdales ensures all SEND and exam access information is passed on in the first half of the autumn term after they have joined the college.

Students who wish to stay on to Presdales sixth form must meet the sixth form criteria and individual subject criteria. Students with an EHCPs may name Presdales but they still have to meet the sixth form and subject criteria.

(Please see Presdales School Admissions)

Children in specific circumstances

- Ms Sylvia Jennings is the Designated Teacher for Looked after Children.
- Ms Kate Chandler is the Designated Teacher for Child Protection
- Mrs Sandra Inwood, Mrs Julie Stephenson, Mrs Sara Miller, Mrs Ellie Sykes and Mrs are the Deputy Designated Teachers for Child Protection.
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Roles and responsibilities

- The SENCo is Mrs Rachel Stewart, who has been at the school for 6 years. Mrs Stewart has been the SENCo since September 2018. She has successfully completed the National Award for Special Educational Needs Co-ordinator (NASENCO)
- The SEND Trustee is Mrs Maddie Waller and she has an overview of SEND at Presdales and meets with the SENCo once a term to discuss SEND issues, policies and procedures. The SEND Information Report is accessible on the school website under policies and this is reviewed annually with parents/carers, staff and the SEND trustee.
- The two Learning Support Assistants (LSAs) role are to support students learning in class as planned and directed by the subject teacher. The SENCo is the line manager for the LSAs.
- Ms Sylvia Jennings is the Pupil Premium manager.
- Mrs Sara Miller is the HCP coordinator.

Safeguarding

Presdales aims to create a non-threatening environment to ensure all students are safe. The school will endeavour to develop a community of tolerance and respect.

An excellent pastoral care system is in place led by the Assistant Heads Pastoral KS3 and KS4, Deputy Head Pastoral and supported by heads of year and form tutors. There is a Big Sister/Big Brother programme whereby Sixth Formers are attached to the Year 7 and Year 8 forms to support students. There is a PEER mentor scheme which the Sixth Formers run to offer additional support to individuals if that is deemed appropriate. The school employs its

own professional counsellor. Participating in extra-curricular activities and clubs supports self-esteem, social development and enjoyment.

(Please see Presdales School policies on Anti-Bullying, Child Protection, Pupil Premium and Mental Health and Wellbeing.)

Training

All staff, including LSAs, has annual appraisals when their performance is reviewed and targets are set for the forthcoming year. Continuing Professional Development (CPD) opportunities are discussed for the coming year at this meeting.

The SENCo liaises with Form Teachers, Subject Leaders and Assistant Heads KS3 and KS4 to ensure training and information is available. INSET and training for staff is planned for by the SENCo. Departments are expected to develop strategies for students with learning difficulties.

Funding and Resources

SEND is funded through the central budget, which is not ring fenced, except for Exceptional Needs Funding (ENF) which is applied for and attached to individual students.

The school uses its budget to fund specialist resources, exam arrangements and provide LSAs in class if deemed appropriate.

SEND Information Report

Presdales School SEND Information report details the provision in place and this is reviewed annually with staff, parents/carers and trustees.

www.presdales.herts.sch.uk/the-school/special-educational-needs--disabilities.

Please see the Hertfordshire Local Offer:

www.hertsdirect.org/localoffer

Reviewing the policy

The SEND policy will be reviewed annually by the SENCo, the Senior Leadership Team and Board of Trustees.

Related legislation:

Equality Act 2010: Advice for schools

Reasonable adjustments for disabled students (2012)

Supporting students at school with medical conditions (2014)

Working together to safe guard children (2013)

The Children Act (1989)

The Mental Capacity Act (2005)