

SEND Whole School Policy

Mission Statement

The Norwood School Community encourages creativity, celebrates diversity, aspires to open minds and achieve success together in a harmonious and inclusive environment

It is a school where we enjoy learning in a vibrant and inspiring atmosphere, fostering aspiration and enjoyment, developing individuals' talents to the full.

WHOLE SCHOOL POLICY-SPECIAL EDUCATIONAL NEEDS

The Norwood School has a larger than average percentage of students who have an SEND need. Through first quality teaching across the school the majority of these needs are met. However, there are students who may require additional support or interventions from internal or external resources. The Governors and staff at The Norwood School are committed to the principle that all students are entitled to access a broad and balanced curriculum. It is visible from results that students with SEND needs make the same, if not better progress than the rest of the school.

THE SEND AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that identification of all students requiring SEND provision happens as early as possible in their school career
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that the parents of SEND students are kept fully informed of their child's progress and attainment
- To ensure that SEND students where practicable, are included in decisions affecting their future SEND provision
- To ensure that SEND students are taught in a fully inclusive school environment

The key aims of The Norwood School in relation to this policy are to:

- Provide an excellent education for all our students, based on the best principles of equality of opportunity
- Develop and enhance the talents, skills, abilities and creativity of all members of the Norwood community
- Encourage students to develop a life-long interest in learning and to aspire beyond their expectations
- Enable students to enter the world as confident, thinking, informed, responsible and adaptable citizens.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by parents, teachers and students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A student has special educational needs if he or she has learning difficulties that call for special educational provision being made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the LEA
- Is under the expected ability/ school age, or would be if special educational provision was not made for the student

Special educational provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two. The educational provision of any kind (1993 Education Act, section 3)

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Norwood School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN but without statements/Education, Health and Care Plans must be treated as fairly as all other applicants for admission' (CoP 1:33)

INCLUSION

This policy recognises the entitlement of all students to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will report annually on the success of our policy and, to facilitate this, we have identified specific objectives which are given under '**THE SEND AIMS OF THE SCHOOL**' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Student progress will provide evidence for the success of our policy and this will be analysed carefully through:

- Consideration of each student's success in meeting IEP targets
- Use of standardised tests
- Evidence gathered from IEPs and Annual Review meetings
- Analysis of student data and monitoring of individual student progress tracking for those students with and Education, Health and Care Plan (EHCP)
- Feedback from subject teachers, HOFs/HOYs and external providers
- Discussions with parents

IDENTIFICATION, ASSESSMENT, AND PROVISION

At The Norwood School we have adopted a whole school approach to SEND policy and practice. Students identified as having SEND are as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of students with special educational needs and that quality first teaching should cover the needs of 90%+ of children in the classroom.

All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO and SEND team, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students can be identified. Where a student is not making the expected progress despite interventions and differentiated resources this will be seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and evaluate student progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in each subject judged against flightpath criteria
- Standardised screening or assessment tools- NFER Graded Reading Tests/Basic Number Screening/Daniels and Diack Spelling
- Screening/diagnostic tests by outside professionals
- Reports or observations
- Records and data from feeder schools
- Information from parents
- Assessment results
- External exam results
- Student portfolios/profiles

SEND provision

On entry to the school each student attainment will be assessed in order to ensure continuity of learning from primary school, or transference from another secondary school. For students with identified SEND, the Head teacher, SENCO, Head of Year, and pastoral colleagues will:

- Use information, data and meetings with relevant staff from primary school transition visits and Year 6 Annual Reviews to inform interventions and pastoral provision in the first few months
- Identify the students' skills and challenges and note areas that require support
- Ensure ongoing observations/assessments provide regular feedback on achievements/difficulties in order to inform planning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve all students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

School based provision for SEND students

The main methods of provision are:

- Full time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- In class support with adult assistance (Learning Support Assistant)
- Attendance at the break out areas for individual and small group work.
- Support from specialists within the class or as part of a withdrawal programme
- Supported curriculum (core intervention/ASD group/ handwriting programme/literacy and numeracy interventions)
- The Greenhouse- a school based provision for students who are at risk of exclusion. These students may have a Common Assessment Framework (CAF), Multi-Agency Referral Form (MARF), or Behaviour Support Plan (BSP)
- Assessing the need for access arrangements and supporting these during examinations.

Breakout areas/Intervention rooms

These spaces offer students the opportunity to work in small groups or on a 1:1 basis with SEND staff. Care is taken that if students are withdrawn they are not disadvantaged by lack of curricular access. Work is differentiated to suit student need.

Targeted groups include:

- EHCP students
- Students with Autistic Spectrum Condition
- Anger management
- Literacy and numeracy support
- Social skills/self-esteem
- Vulnerable students
- Self-harmers
- Looked After Children

ENGLISH AS AN ADDITIONAL LANGUAGE

Students whose language is not English will be assessed and monitored on entry to the school. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Close liaison with EAL staff (joint termly meetings)

MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, communication, social or personal skills
- Shows improvements in students behaviour
- Is likely to lead to Further education, training or employment

Where teachers decide that a student's learning is unsatisfactory, the SENCO will be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through **school support**. If, after further consideration, a more sustained level of support is needed, it would be provided through **school support plus**. Where concerns remain despite sustained intervention the school will consider requesting an EHCP. Parents are fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

RECORD KEEPING

The school will record the steps taken meet the students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/s
- Information from parents
- Information on progress and behaviour
- Student IEP
- Student assessments
- Curricular/personal targets
- LSA records and monitoring
- Behaviour watch logs
- Information from health professionals/social care /CAMHS
- Information from other agencies such as S< and EP

GENERAL LEARNING DIFFICULTIES

The SEND Code of Practice defines adequate progress for students with General Learning Difficulties as that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is on a par with students starting from a similar base line but less than most of peers
- Equals or improves upon students previous rate of progress
- Enjoys full curricular access
- Is satisfactory to student and parents
- Is likely to result in accreditation in FE, training and/or employment
- Is likely to result in usable levels of skills and functionality
- Is able to develop increased levels of self esteem and confidence

Teaching SEND students is a whole school responsibility. The core of the teacher's work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through School Support and School Support Plus as outlined below.

SCHOOL SUPPORT

School Support is characterised by interventions that are ***different*** from, or ***additional*** to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Has difficulty developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

NATURE OF INTERVENTION

The SENCO, in collaboration with the subject teacher will decide the action required to help the student make progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning resources/ special equipment
- Group support
- Provision of additional adult time in planning interventions and monitoring their effectiveness
- Staff development/ training to employ effective strategies
- Access to LA support services for advice on strategies, equipment or staff training
- Access to a Behaviour Support Mentor (BSM) through The Greenhouse

SCHOOL SUPPORT PLUS

School Support Plus is characterised by a sustained level of support and where appropriate the involvement of external services. Placement of a student at this level will be made by the SENCO after full consultation with parents. External support services will advise on targets and provide specialist input to support the process.

School Support Plus intervention will usually be triggered through continued concern supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/ numeracy skills
- Has emotional/ behavioural problems that often substantially impede on learning, or that of others, despite having an individualised behaviour support programme
- Has sensory or physical needs requiring additional specialist equipment or visits/ advice from specialists
- Has communication or interaction problems that impede the development of social relationships, preventing barriers to learning

External support services will require access to a student's records in order to understand the strategies currently in place and the targets set and achieved. The specialist may be asked to provide further assessments, recommendations and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention and/or support from a specialist teacher.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within School Support Plus, the child remains a significant cause of concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with regard to School Support and School Support Plus
- The students IEPs
- Records and outcomes of regular reviews undertaken
- Information on student's health and relevant history
- Current attainment and target grades
- Literacy/ numeracy attainments
- Other relevant assessments from specialists such as support teachers and Educational Psychologists, Speech and Language Therapists, Social Care and CAMHS
- Parental views
- Student views
- Family Support and Education Welfare Service reports
- Any other involvement from professionals

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Shorter term IEP targets, established through parental/ student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified as per recommendations of outside professionals

INDIVIDUAL EDUCATION PLANS (IEPs)

Strategies for student progress will be recorded in an IEP containing information on

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at the review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The IEPs will be discussed with the student and the parents.

REVIEWING THE IEPs

IEPs will be reviewed twice yearly. The school will endeavour to hold reviews in an informal manner, and parents' views on their child's progress will be actively sought. Wherever possible, or appropriate the school will involve students in this process.

REVIEWS OF EDUCATION, HEALTH, AND CARE PLANS

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The students' parents/carers
- The student
- Relevant teaching staff and HOY/HOF
- The LA EHCP Management and Monitoring Officer
- School based support staff
- Behaviour Support Mentor
- Pastoral leader
- Relevant external professionals
- Health professionals

The aim of the review will be to:

- Assess the student's progress in relation to the IEP targets and objectives set out in the EHCP
- Review the provision made for the student in the context of the Curriculum and levels of attainment in basic literacy/ numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue or amend the EHCP
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based learning, Higher Education and adult life. Beyond Year 9 the Transition plan will be reviewed and will involve the representatives from LA SEND Service. The school recognises that the responsibility for such Transition Plans lays with these specialist services, SENCO or Headteacher.

With due regard for the time limits as set out in the Code of Practice, the SENCO and Learning Support Assistants will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. A copy will be kept in the school file and a copy will be sent to the parents/carers. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

The school recognises that where a student with An EHCP continues to attend compulsory education, i.e. post 16, the LA may decide to maintain the EHCP until the age of 25.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the SEND policy, other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision of students with SEND
- Liaising with and giving advice to fellow teachers
- Line Managing Learning Support Assistants
- Overseeing, maintaining and updating SEN students' records
- Liaising with parents
- Liaising with external agencies, LA support services, Health Professionals, Educational Psychologists, Social Services, Outreach Services and voluntary bodies. Attending Core Group and MAT meetings,
- Attending transitional reviews at KS2
- Attending SENCO network meetings
- Undertaking SEND Admin including Annual reviews, updating SEND register, meetings with SEND, and teaching staff.
- Dissemination of strategies and recommendations following assessments from outside professionals
- Arrange and overseeing access arrangements assessments for individual students
- Providing appropriate access arrangements for SEND students

For effective co-ordination staff must be aware of:

- The school's SEND policy
- The SEND guide for teachers
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENCO well informed about student progress
- Mechanisms and procedures that allow staff access to SEND information and data
- Procedures by which parents are informed and involved in SEND provision and access
- Referral procedures that allow access to relevant outside professionals

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that a 'responsible person' is identified to inform about the EHCP and all those involved with teaching and supporting students with an EHCP.
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND policy, including the allocation of resources from the schools devolved/delegated budget

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware that of the school's procedures for the identification and assessment of, and subsequent provision for SEND students
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available assessments and information on the student
- In collaboration with the SENCO contribute to IEPs/PEPs/CAFs for SEND students
- Working with SEND students on a daily basis to deliver individual programmes as set out in the IEP/recommendations of outside agencies including S< and the EP
- Develop positive home/school relationships

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day to day management of all aspects of the school, including SEND
- Keeping the Governing Body informed about SEND within the school
- Working closely with the SENCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

SEND INSET

All staff are encouraged to attend courses that help them to acquire skills needed to work with SEND students. The Norwood School is committed to ensuring Inset is available on SEND issues such as ASC training, CP training, awareness of conditions affecting SEND students e.g. ADHD/ ODD/ SpLD. Awareness of practical teaching strategies and resources for staff to use, and incorporate into lesson planning/SOW/differentiation is also considered when planning whole school Inset, performance management and professional development. The school Inset needs will be included in the School's Development Plan.

PARTNERSHIP WITH PARENTS

The Norwood School firmly believes in developing a strong partnership with parents and this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to meet them, and that this gives them a key role in the partnership.

***'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)**

The Norwood School considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making process affecting them.

The Norwood School will make available, to all parents of students with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that:

***'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)**

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school's prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES

The Norwood School recognises the important contribution that external support services make in assisting the school to identify, assess and provide for SEND students.

When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- Lambeth SEND and outer borough SEND
- Educational Psychologists
- Health Professionals
- School Doctor or Nurse
- Speech and Language Therapists
- Physiotherapists
- Visual Impairment services
- Hearing Impairment services
- Consultant Paediatricians
- CAMHS
- NHS Professionals
- Social Services/Care
- Family Support Services
- Home School Liaison Officer
- Larkhall Outreach Service (ASC)
- Kennington Park Bridge to School (Primary PRU)
- Mary Sheridan Centre
- Park Campus (Secondary PRU)
- SE MAT (South East Multi Agency Team)
- Special Schools
- Alternative Educational Provision
- Post 16

The Code of Practice

The SEND Code of Practice sets out the duties of schools and Local Authorities with respect to the identification and assessment of students with Special Educational Needs.

The Code of Practice retains much of the guidance from the previous Code, but takes into account the experiences of schools and LAs in using the original Code and developments in education and legislation. It includes new rights and duties, including taking into consideration the Families Act and ensuring the work is person centred to focus on areas of strength and difficulties.

The main changes from the original Code are:

1. The provision of a stronger right for children with SEND to be educated at a mainstream school
2. New duties on LAs to arrange for parents of children with SEND to be provided with services offering advice and information and a means of resolving disputes
3. A duty on schools and relevant nursery education providers to tell parents when they are making special educational provision for their child
4. A new right for schools and relevant nursery providers to request a statutory assessment of a child

Also the new Code of Practice recommends that schools and LAs should adopt a graduated approach through School Support and School Support Plus in order to match SEND provision to the student need.

Part 2 of the SEND and Disability Act 2005 amends the Disability and Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its students or in relation to exclusions from schools.

Parents may request a statutory assessment of their child's SEND at any time. However, the following features are stressed:

- The LA does not have to comply with the request if a statutory assessment has been made within 6 months of the date of the request or, if it has a view that a statutory assessment is not necessary
- A parental request should normally follow discussions between parents and relevant professionals, such as teachers and support professionals
- Parents may decide to request a statutory assessment if they believe that either their child's needs are not being met, or are so substantial that a mainstream school could not meet the needs effectively from within their own resources.

MONITORING THE SEND POLICY

The policy will be monitored and reviewed annually to evaluate its success according to the following criteria:

- Achievement/attainment/progress of students on the SEND register
- Enhanced communication of student need
- Joint planning and curricular modification to meet SEND student need
- Liaison with HOFs/HOYs
- Liaison with SLT to ensure success criteria is monitored and evaluated
- Close links with external agencies and special schools
- Monitoring impact of evaluation of intervention programmes

SEND POLICY REVIEW

The Norwood School considers the SEND Policy document to be an important document, and in conjunction with the Governing body, undertakes a review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Conclusion

Where possible it is the Governors' duty to ensure that those students with disabilities are offered an inclusive education at The Norwood School.

From December 2006 all public sector organisations have a duty to promote Disability Equality, as required by the Disability Discrimination Act 2005. Schools and LAs have specific duties.

The Norwood School is committed to inclusive education, which enables students with SEND to achieve their full potential. We are committed to equality of opportunity for all, including access to a broad and balanced curriculum within the context of the National Curriculum.

Learning Support and Inclusion Team

Theresa Corcoran: SENCO

Anna Gibson: 2 i/c SEND

SEND Learning Support Assistants

Daniel Harvey

Christien Haywood

Samantha Golapkhan

Josh Kientsch

Chad Level

Inez Santos

Janene Rose

Edith Imafidon

Child Protection Officer

Pastoral Leader/Family Support/Attendance

Behaviour Support Assistants/Greenhouse

King Appiah-Agyemang

Chris Jones

Ferron Morgan

Updated September 2017