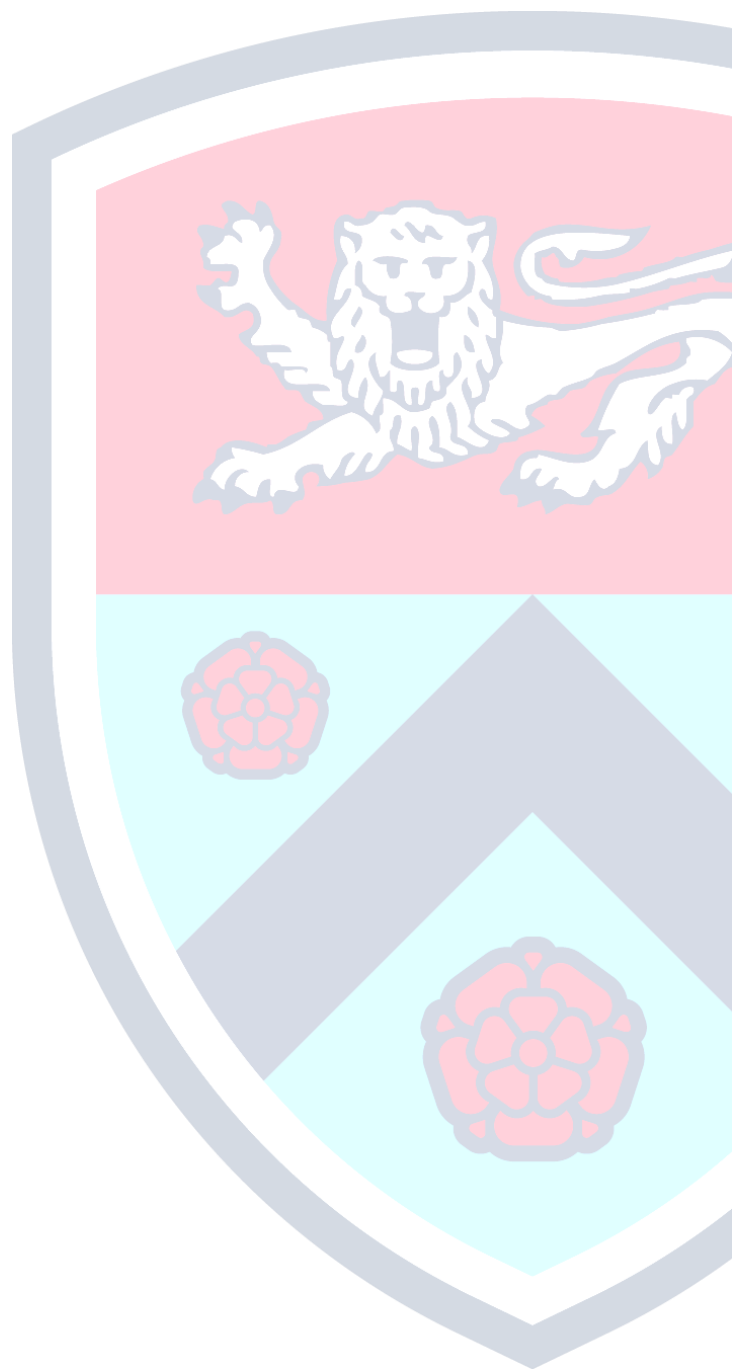




Carnforth
High School

SEND Policy



Author: L Carrington
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Governors' Committee:
Next Review Date: September 2026

Confidence Purpose Respect

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014)

It should be read in conjunction with our SEN “Local Offer” which is available on the school website.

Introduction

The Education Act 1996 says that a child or young person has a special educational need (SEN) if they have a learning difficulty or disability which requires for special educational provision to be made for them.

A learning difficulty means that a young person either:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school

Carnforth High School aims to support the educational needs of all our learners. Our commitment is to the needs of every child, setting appropriate learning challenges, responding to each learner’s need, and supporting those with SEN in moving between phases in education. This will enable all learners to achieve their best possible educational outcomes and achieve greater independence and confidence.

The teachers and Learning Assistants of the SEN Department are personally committed to making sure that all students are provided with high quality teaching that is differentiated and personalised and will meet the needs of the majority of young people. At Carnforth High School, every teacher is a teacher of every child or young person including those with SEN and they will endeavour to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is not compromised by anything less.

We are committed to raising the aspirations of and expectations for all students with SEN, with a focus on outcomes for all students and not just hours of provision/support.

The SEN Team

SENCo:	Ms L Carrington
Math Champions:	Mrs P Pearson and Ms Glass
English Champions:	Mr S Havelin
In-class support:	Mr D Burke
In-class support:	Mrs A Russell
In-class support:	Mr S Havelin
In-class support:	Mrs J Piner
In-class support	Mrs P Pearson
In-class support:	Mrs R Moore
In-class support:	Mrs R Coldwell
In-class support	Ms Glass

Objectives

The policy reflects the aims of the school.

These objectives will be met by:

- Raising the aspirations of and expectations of all students with SEN, so there is a focus on outcomes for all students and young people and not just on hours of provision/support.
- To use a variety of teaching styles, and cater for different learning styles to allow students with SEN to access a full learning experience
- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs students.
- To provide ongoing training for all staff working with students with SEN

Identifying Special Educational Needs

Early identification of students with SEN is a priority.

At Carnforth High School the following identification strategies are used:

- Regular communication with our partner primary schools to ensure a clear and full sharing of information, particularly in Year 6, which is the year before most students transfer to Carnforth High School;
- communication with other secondary schools for students who are mid-year admissions to Carnforth High School;
- Screening of students in Year 7 by use of specialised screening packages (currently WRAT 5) and students on SEN register complete a Lucid LASS test.
- Early discussions with parents;
- Information from students;
- Information gained from teachers and pastoral staff;
- Information from other specialists/agencies

The purpose of identification is to work out what action needs to be taken, not to fit a student into a category. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

Special education provision should be matched to the student's identified SEN. Young people's SEN are generally thought to be in the four broad areas of need:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. However, individual students often have needs that cut across all these areas and their needs may change over time.

The SEN Code of Practice 2014 makes it clear that:

‘all teachers are teachers of students with Special Educational Needs.’

At Carnforth High school, all teachers are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEN provision.

Provision is mapped and managed across the school. This approach ensures that

- Support and intervention are organised so that progressively more support strategies can be used to meet increasing need
- the range, type and intensity of interventions can be reduced as a learner makes expected progress towards their learning targets
- for most learners, additional provision will be provided within the classroom, managed by the subject teacher.

There are six main strands to our provision:

- In class support-to enable access to the full curriculum
- Withdrawal-usually limited, except if specified in an EHC plan, to enable the teaching of specific skills. For those learners with identified literacy and/or numeracy needs small group or individual withdrawal is provided.
- Success@Arithmetic
- Use of integrated learning packages [Lexia]
- Assistance-with mobility, dexterity, hearing, seeing or handling materials
- Keyworking sessions

A clear approach to identifying and responding to a student's SEN is important. Identifying needs at the earliest point and making effective provision improves long-term outcomes for the young person. SEN provision is co-ordinated by the SENCO, who maintains an up-to-date record of learners with identified needs. The SENCO and SEN team work closely with colleagues to assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

The subject teachers, supported by the SENCO and by the SLT, will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

This can be categorised by progress which:

- Is significantly slower than those of their peers starting from the same baseline
- fails to match or better the student's rate of progress,
- fails to close the attainment gap between the student and their peers
- Widens the attainment gap

However, slow progress and low attainment do not necessarily mean that a student has SEN and should not automatically lead to a student being recorded as having SEN.

The following may impact on progress and attainment but, are not considered SEN:

- Attendance and punctuality
- Health and Welfare
- EAL
- Being receipt of Pupil Premium Grant
- Being Looked after Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN.

Graduated Approach to SEN Support

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Closes 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 and social or personal skills

Students are only identified as SEN if they do not make adequate progress and they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the students in their class, including when students access support from learning assistants or specialist staff.

High quality, differentiated teaching is the first step to responding to students who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. SLT will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This will include reviewing and, where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Where a student is identified as having SEN, the SEN support should take the form of a four-part cycle 'graduated response' through which decisions and actions are revisited with a growing understanding of the student needs and of what support the student in making good progress and securing good outcomes.

Each teacher will be able to access Provision Maps which outlines the diverse range of needs of each student and effective strategies for the classroom.

If a teacher is concerned about some aspect of a student's progress, they will decide what action to take with the normal classroom routine. The teacher will adapt resources, reorganise seating, or change the teaching method being used, to support the student.

We have a large team of experienced Learning Assistants who work with students who require support to accessing the curriculum. Learning Assistants have high expectations of all students, and support students to achieve the learning objectives in lessons. Teaching staff plan lessons to make effective use of LAs; therefore, their impact is significant in contributing to the learning and achievement in our classrooms.

If the concern persists and the student is not making adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. The teacher and the SENCO will consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This information gathering exercise will include an early discussion with the student and their parents. These early discussions will focus on the student's areas of strength and difficulties, the parents' concerns, the agreed outcomes and the next steps. A clear date for reviewing progress will be agreed with the parent.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request a Statutory Assessment for an Educational Health Care Plan.

The SENCO will maintain records of assessments, interventions and achievements for all learners with additional educational needs. Targets are set and reviewed regularly and a cycle of multi-agency reviews with learners and their parents are held. All the relevant information is recorded on the school central records.

Students can be assessed for Access Arrangements in exams by an external assessor at the request of the SENCO. These assessments could result in students being entitled to extra time in an exam or being assisted by a reader or a scribe. To qualify for these exam arrangements, students must demonstrate in lessons and during assessments that this entitlement is required.

Managing Students Needs on the SEN Register

'The SENCO has a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN' Code of Practice' (COP September 2014).

Data will be collected from all assessments and personalised provision will be decided by consultation with the student, primary schools, parents and SEN Department. Students placed on the SEN register have targeted provision, with clear outcomes for an agreed length of time. The student will be added to the school's provision map and this information can be accessed all teachers who have responsibility for the progress of the named student in their classrooms.

If, following the strategies and provision instigated as above, a student is not still making adequate progress, the school will consult with parents and will gain advice and/or input specialists and agencies who are external to the school. This may include input from the educational psychologist or the Autism specialist teacher.

Training and Resources

The need for the provision of on-going professional development opportunities for all staff is recognised to cover:

- Evidence from research
- Evidence on needs eg Autism
- Contribution to whole-school policies
- Development of adaptive teaching methods

In addition to participating on the weekly cycle of school meetings, the SEN department has one weekly briefing to ensure the effective sharing of key information.

Supporting Students at School with Medical Conditions

At Carnforth High School students with medical conditions are properly supported so that they have full access to education, including school trips and Physical Education. Some students 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 (SEN) and may have an existing Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special education provision.

Roles and Responsibilities

The SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Assistants

- Overseeing students' records
- Liaising with the parents
- Contributing to INSET

The Governing Body

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

- Ensuring that a high standard of provision is made for Students with SEN
- Ensuring that Students with SEN are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

The Headteacher

The Headteacher's responsibilities include:

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

The Subject Teacher

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

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, Students with SEN
- Collaborating with the SENCO to decide the action required to assist the student to progress
- Working with the SENCO to collect all available information on the student
- Working with Students with SEN daily to deliver targeted outcomes within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

Admission Arrangements

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

'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with special educational needs but without statements or EHC Plans must be treated as fairly as all other applicants for admission.' (SEN Code of Practice 2014)

Carnforth High School strives to be a fully inclusive school. All students are welcome, including those with Special Educational Needs. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHC Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Local Offer

The provision of extra support at Carnforth High School is overseen by the SEN Department and Pastoral team who are committed to narrowing the attainment gap between SEN and non-SEN students. This may include after school interventions, short-term interventions and some off-site provision, additional support in the classroom or other learning interventions developed on an individual needs' basis. Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

The full accessibility plan is available on the school's website.

Communication with Parents

All parents of students with existing Education, Health Care Plans and those of students at SEN Support level are invited to attend regular review meetings with members of staff and other professionals who provide support for their child to discuss progress, agree on outcomes and plan for any future needs.

The SENCO often attends TAF meetings held by members of the Pastoral team to offer SEN advice and support with any educational concerns raised.

All parents of students on the SEN register will be invited to attend three face-to-face Review meetings throughout the year.

Consulting with students

All students with Educational Health Care plans and those at SEN Support level are invited to their review meetings so that they can contribute to discussions about their educational progress and set appropriate outcomes.

Transition

Carnforth High School is actively involved in areas of transition across phases of education, ensuring that the transition from Primary to Secondary School is a positive and smooth process.

During Year 6, the SENCO will hold meetings with the SENCO from the feeder Primary schools. During Years 5, primary schools can request the presence of the SENCO at meetings with the teachers and parents of students who have an Educational Health Care Plan, or who are on the school's SEN register at SEN Support level. These meetings are designed to plan the transition support around individual needs. Communication and planning between those involved in the education, health and well-being of students assists in making the transition a positive experience and helps to reduce any anxiety and apprehension that might otherwise remain.

An enhanced SEN programme is held in the Summer Term to allow more vulnerable students to meet key staff and spend time in the areas where additional support is provided. Year 6 students can be accompanied by a learning Assistant from their Primary School for this visit which helps to allay any anxieties and allows us to gather some additional information about the type of support the students might need.

Request for Statutory Assessment for an Educational Health Care Plan

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern where needs are persistent.

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 respect to SEN Support
- TAF minutes
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Academic levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as Educational Psychologists
- The views of parents
- The views of the child
- Any other involvement by professionals

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

An Educational Health Care Plan will include details of learning objectives for the child.

These are used to develop targets that are:

- Matched to the longer-term objectives set in the Educational Health Care Plan
- Established through parental/student consultation

- Shared with subject teachers via Provision Maps
- Implemented in the classroom

Reviews of Educational Health Care Plans

Educational Health Care Plans must be reviewed annually.

The SENCO will organise these reviews and invite:

- The student's parent
- The student
- The Year leader
- A representative of the LA if appropriate
- Any other person the LA considers appropriate

The aim of the review will be to:

- Assess the student's progress
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Educational Health Care Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Educational Health Care Plan.

Allocation of Resources

Carnforth High School receives funding for students with SEN.

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Carnforth High School follows LA guidance to ensure that all students' needs are appropriately met.

Reviewing the Policy

The SEN policy will be reviewed annually.

Accessibility

The full accessibility plan is available on the school's website.

Links with Other Agencies

The school recognises the important contribution that external support services make in assisting to identify assess and provide for Students with SEN

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

- Educational Psychologists
- Specialist Schools
- Speech and Language therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services

- Inclusion and Engagement Support Team
- Occupational Therapists

In addition, important links are in place with the following organisations:

- School Attendance Officer
- School nurse

Parent Partnership

Carnforth High School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support 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)

Dealing with Complaints

Arrangements for Considering Complaints about SEND Provision

Any complaint about SEN provision should be addressed in the first instance to the SENCO who will be responsible for recording the complaint and the action taken. The complaint may be directed to the Principal. The complaint may be further directed to the chair of Governors. Should action need to be taken, Carnforth High School's complaints procedure will be followed