



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

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Policy Statement for Additional and Special Educational Needs & Disabilities

1. Guiding Principles

- 1.1. This policy has been formulated with regard to the SEND Code of Practice: 0 to 25 Years 2015, the Equality Act 2010 and the Children and Families Act 2014.
- 1.2. The County High School Leftwich is a school where we aim to encourage all students to enjoy, thrive and achieve, maximising their academic potential regardless of any barriers to learning. At this school all students are encouraged to develop their knowledge and skills, character and creativity and imagination in a fully inclusive and nurturing environment.
- 1.3. At The County High School, Leftwich, a special educational need is defined in accordance with the SEND Code of Practice: 0 to 25 Years 2015.
- 1.4. All students are entitled to access the school's full curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education, Health and Care Plan).

2. Terms:

- 2.1. 'SEND' refers to a Special Educational Need and/or Disability. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. At compulsory school age, this means the student has a significantly greater difficulty in learning than the majority of others at the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from SEND Code of Practice: 0 to 25 Years 2015.)
- 2.2. 'AN' refers to an Additional Need, not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This may include a social need.
- 2.3. 'ASEND' is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in this school.

3. Objectives

- 3.1. To identify, at the earliest possible opportunity, barriers to learning and participation for students with ASEND
- 3.2. To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- 3.3. To enable students to participate in lessons and the enriching offer across the wider school community fully and effectively and to have full access to external examinations.

- 3.4. To value and encourage the contribution of all students to take part in the life of the school, and so engaging in a rewarding and joyous experience.
- 3.5. To work in partnership with parents / carers.
- 3.6. To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.
- 3.7. To work closely with external support agencies, where appropriate, to support the needs of individual students.
- 3.8. To ensure that all staff have access to training and advice to support quality first teaching and learning for all students.

4. **SEND Code of Practice 0-25 Years 2015: Broad Areas of Need**
Four Categories of SEND

- 4.1. **Communication and interaction**, including
 - 4.1.1. SLCN (Speech, Language and Communication Needs)
 - 4.1.2. ASC (Autistic Spectrum Condition)
- 4.2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. These include:
 - 4.2.1. MLD (Moderate Learning Difficulties)
 - 4.2.2. SLD (Severe Learning Difficulties – where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
 - 4.2.3. PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
 - 4.2.4. SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as ADHD (Attention Deficit & Hyperactive Disorder), ADD (Attention Deficit Disorder) dyslexia, dyscalculia and dyspraxia).
- 4.3. **Social, Emotional and Mental Health Difficulties**: These include:
 - 4.3.1. A wide range of difficulties that manifest themselves in many ways eg: becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, misuse, eating disorders or other physical symptoms that are medically unexplained.
 - 4.3.2. Attachment Disorder.
- 4.4. **Sensory and /or Physical Needs**: These include:
 - 4.4.1. Vision Impairment
 - 4.4.2. Hearing Impairment
 - 4.4.3. Multi-Sensory Impairment
 - 4.4.4. Physical Disability

5. **Responsibilities and Resources**

- 5.1. The Special Needs Co-ordinator (SENDCo), in collaboration with the Assistant Principal (Inclusion), Principal and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDCo also provides professional guidance to colleagues to secure high quality first teaching for students with SEND. Miss J Martland currently holds this post.
- 5.2. The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Assistant Principal (Inclusion) works closely with the SENDCo and keeps the Governing Body fully informed of ASEND issues, providing an annual ASEND Information Report. The content of the report is specified at section 6.79 of the SEND Code of Practice 2015: 0 to 25years.
- 5.3. The Governing Body: the duties of the Governing Body are set out in the SEND Code of Practice, November 2001, section 1:21. There is a governor for SEND.

6. **Access Arrangements and Facilities For Students With Special Educational Needs and Disabilities**

- 6.1. The County High School, Leftwich is a building with many steps and stairs. There are, however, disabled access at the front of the building. There are two accessible toilets on the ground floor. The school has regard to the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015: 0 to 25 years in terms of admitting students with disabilities.
- 6.2. There are facilities for small group/individual teaching across two dedicated Support Rooms, an Intervention Room, in the Study Zone and the Library.
- 6.3. All members of the school community, including students, are invited to inform the school of any impairment they have.

7. **Resources**

- 7.1. Delegated funding for students with an EHC Plan is predominantly encompassed within the salaries of dedicated staff who meet the needs of those students.
- 7.2. Other devolved funding is allocated to support the needs of students with Additional Needs where required.
- 7.3. Pupil Premium money is carefully allocated to support the children for whom it is targeted.
- 7.4. Additional school funds support the management of SEND provision through the purchase of supplementary resources together with the training needs of key staff to meet the changing needs of the student profile.

8. Identification, Assessment and Review

- 8.1. The County High School, Leftwich adheres to the SEND Code of Practice 2015: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:
- 8.2. **Assess:** the subject teacher, Year Leader and SENDCo should clearly analyse a student's needs before identifying a child as needing SEN support.
- 8.3. **Plan:** parents / carers will be notified whenever it is decided that a student is to be provided with SEN support.
- 8.4. **Do:** the subject teacher remains responsible for delivering quality first teaching on a daily basis. Where any identified interventions involve group or 1:1 teaching away from the main teacher, the teacher continues to maintain responsibility for that student's learning.
- 8.5. **Review:** the effectiveness of the support should be reviewed at regular intervals.
- 8.6. Students may receive a differentiated curriculum with those at risk of making the expected progress initially identified by subject teachers and the SENDCo. The school has a system whereby any members of staff can raise concerns/issues with the Year Leader, SENDCo or Assistant Principal (Inclusion) about a child with potential SEND or other barrier to learning. Communication with parents/carers and the young person in question are open and honest, sharing information on suspected barriers to learning in a timely manner.
- 8.7. The County High School, Leftwich uses a range of assessment data e.g. formative and summative teacher assessments, screening tests, SATs results, RAISE online, reading/spelling tests, WRAT and behaviour observations, together with relevant family/medical history, to determine where support is needed.
- 8.8. Students who are at risk of making expected progress on the basis of accumulated evidence are monitored closely and may be placed on an Additional Needs Register. Parents / carers are consulted and kept abreast of the support to be put in place.

9. Additional Needs

- 9.1. Individual progress is monitored by the SENDCo, Subject Leader and Year Leader. Occasional advice may be sought from external agencies to inform effective intervention. Support is closely monitored against short-term outcomes, agreed with students and parents/carers, and these are reviewed termly. If a student is at risk of making expected progress, advice may be sought from external agencies which may include social as well as educational services. At this stage, an SEND may be identified.

10. **Special Educational Needs**

- 10.1. If children are formally identified as having SEND by an external agency and need additional support in order to access their learning, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).
- 10.2. On gathering all relevant advice about a student's progress, the Local Authority SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be implemented.
- 10.3. All subject teachers have access to the needs of the students they teach identified as having Additional and Special Educational Needs through SIMS and student profiles, which document generic strategies to support specific needs.

11. **Review Meetings**

- 11.1. For students with an EHC Plan, reviews will be held depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC Plan. A copy of the review report is sent to all invitees, including parents/carers, and the Local Authority SEN Team.
- 11.2. For children issued with a EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The Local Authority SEN Team will be involved as well as any other external agencies.

12. **The SEN and AN Registers**

- 12.1. The registers are updated termly to take into account summative assessment results and any additional support that has been implemented in order to support them. Subject / Form teachers or Year Leaders who wish to nominate additional pupils to be placed on the AN register will provide the following evidence to the SENDCo:
 - 12.1.1. Record of Concerns
 - 12.1.2. Results from any assessments
 - 12.1.3. Evidence of strategies already implemented
 - 12.1.4. A piece of unaided work from the curriculum area deemed to be problematic
 - 12.1.5. If known, other relevant information e.g. medical, family circumstances, etc
 - 12.1.6. Overall teacher assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace

13. **Curriculum**

- 13.1. To enable access to the curriculum for students with ASEND, the school provides:

- 13.1.1. Subject specialist teachers
- 13.1.2. Learning Support Assistants
- 13.1.3. Individual timetables
- 13.1.4. Intervention resources
- 13.1.5. Specialist equipment
- 13.1.6. Emotional Literacy
- 13.1.7. Speech and Language Intervention
- 13.1.8. Anger Management Support
- 13.1.9. Literacy Intervention
- 13.1.10. Mentoring

13.2. The above forms part of the 'school's offer'.

14. **Complaints**

14.1. The County High School, Leftwich works, wherever possible, in partnership with parents / carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and heard according to the school's complaints policy and procedure.

15. **External Support**

15.1. Agencies include:

- 15.1.1. The Educational Psychology Service
- 15.1.2. Sensory Service (hearing/vision impaired students)
- 15.1.3. Paediatric Therapy Service (Speech and Language, Occupational Therapy)
- 15.1.4. Behaviour Support Service
- 15.1.5. Autistic Spectrum Disorder Team
- 15.1.6. The Local Authority SEN Team
- 15.1.7. The School Nurse
- 15.1.8. Education Welfare Service
- 15.1.9. Information and Advisory Service (IAS)
- 15.1.10. Specialist Inclusion Services (e.g. ASD Team)
- 15.1.11. Children's Social Care
- 15.1.12. Children and Adolescent Mental Health Service
- 15.1.13. Parent Partnership
- 15.1.14. Virtual Schools: to determine the arrangements to support children who are looked after by the Local Authority and have SEND

15.2. The school will also seek support from voluntary and private agencies as required.

16. **The Local Offer**

16.1. The purpose of the Local Offer is to enable parents / carers and young people to see more clearly the services that are available in their area and how to access them. It includes provision

from birth to 25, across education, health and social care. The Local Offer can be found on the Cheshire West and Chester “Live Well” website.

17. Liaison with Parents/Carers

17.1. The County High School, Leftwich works in partnership with parents / carers in accordance with guidance in the SEND Code of Practice 2015 0 to 25 Years.

17.1.1. If the subject / Form teacher or Year Leader has an initial concern about a student’s progress, parents / carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.

17.1.2. If a decision is being considered to move a pupil on to the Additional Needs Register, then parents / carers will be fully informed at all stages about the support that will be put in place to support their child. Parents / carers are invited to each review and their comments are taken into consideration when deciding upon future action.

17.1.3. In terms of an Annual Review for students with EHC or additional funding, parents’/carers’ comments are sought prior to the review report being drafted and are incorporated into the final report.

18. Consulting Young People with ASEND

18.1. The student’s views will be sought and taken into account during the review process and at other key times throughout the year.

19. Transition Arrangements

19.1. Transition reviews for Year 6 pupils are held, once a pupil has been offered a place at the school. Where possible, the SENDCo or member of the team will attend the Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits.

19.2. SEND students who are moving between key stages will have transition arrangements in place either prior to joining the Academy or, in the case of post 16, prior to leaving.

20. Equal Opportunities

20.1. The County High School, Leftwich is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

21. Review Framework

21.1. The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).