



Campion School

SEND Policy

Dated: April 2016

Review: April 2018



SEND POLICY, Revised April 2016

For the purposes of this policy the strategic role of SENCO is carried out in collaboration between the Deputy Headteacher, Steve Bolsover, with the line manager and lead for SEND Angela Potter.

The SEND governor is Fergus Durrant.

Vision Statement

At Campion School we value the abilities and achievements of all of our pupils and are committed to providing, for each pupil, the best possible environment for learning leading to the highest levels of educational outcomes.

The aim for all of our pupils is inclusion, ensuring that they have access to a broad and balanced mainstream education within school and assimilation into the community outside school.

SECTION 1 : SCHOOL ARRANGEMENTS

1.1 Definitions: As detailed in the SEND Code of Practice (2001)

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

See Section 312, Education Act 1996

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Equality Act 2010

Definitions from the Equality Act 2010:

Long term: is defined as “lasting or likely to last for at least 12 months”.

Physical impairment: includes sensory impairments such as those affecting sight or hearing.

Mental impairment: covers a wide range of impairments relating to mental functioning.

HIV, multiple sclerosis and cancer are automatically treated as disabilities, regardless of their effect.

1.2 The Objectives of the School's SEND Policy:

The main objective is to offer a clear, coherent way to provide for the Special Educational Needs of as many children as possible in as flexible way as possible. We are committed to equality of opportunity for everyone involved in the school.

- (i) In so doing, to boost the literacy and numeracy skills of pupils with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such pupils to the rest of the curriculum.
- (ii) To develop appropriate challenge in all lessons to improve the educational opportunities of all pupils, regardless of prior attainment.
- (iii) To meet the Special Educational Needs of children with physical/sensory disabilities, with speech, language and communication difficulties or with social and emotional difficulties as far as is practicable, making reasonable adjustments in terms of the layout/resources of the school.
- (iv) To increase the confidence of pupils with SEND, encouraging them to be independent and involved in their own provision.
- (v) To aim to communicate with parents about all aspects of the Special Needs provision made for their children and to seek to develop this partnership.
- (vi) To deploy the resources of the Access department in as effective a way as possible.
- (vii) To use the SEND Code of Practice as a framework for identification of, and provision for, pupils with Special Educational Needs.

1.3 Roles and Responsibilities:

1.3.1 The Governing Body will:

- (i) Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.
- (ii) Ensure that, where the named “responsible person” – the Headteacher or the appropriate governor – has been informed that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach them, following assessment.
- (iii) Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- (iv) Ensure that a pupil with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible

with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

- (v) Report to parents on the implementation of the school's policy for pupils with Special Educational Needs as required.

See Section 317, Education Act 1996

- (vi) Have regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs.

See SEND code of practice: 0 to 25 years (revised 2015)

- (vii) Identify a named governor for Special Educational Needs.

1.3.2 The Headteacher will:

- (i) Take responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- (ii) Keep the Governing Body informed of the progress made by SEND pupils.
- (iii) Appoint a member of SLT to line manage, support, monitor and evaluate the work of the SENCO and the Access team and to act as a link between the Access team and SLT.

1.3.3 Teaching and non-teaching staff will:

- (i) Make themselves aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs through the Staff Handbook, SEND Register and other information distributed by the SENCO.
- (ii) Teachers have a responsibility to bring to the attention of the SENCO any child whose needs they believe are not being met.
- (iii) It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to differentiate accordingly. **All teachers are teachers of pupils with Special Educational Needs.**

1.3.4 The SENCO will:

- (i) Coordinate the day-to-day operation of the school's SEND Policy and provision for pupils with Special Educational Needs, particularly through EHC plans and Statements, working closely with staff, parents/carers and other agencies.
- (ii) Liaise with and advise other members of school staff.
- (iii) Maintaining the school's SEND Register and oversee the records of all pupils with Special Educational Needs as well as coordinating any individual intervention plans.
- (iv) Liaise with the parents of children with Special Educational Needs.
- (v) Liaise with external agencies, including the Educational Psychology Service, the health and social care services and voluntary bodies in consultation with the AHT (Pastoral) and/or the Deputy Headteacher.

- (vi) Liaise with House Learning Leaders who monitor the education and welfare of pupils with social and emotional difficulties.
- (vii) Manage and deploy the school's teaching assistants (TAs).
- (viii) Carry out an annual SEND Audit.
- (ix) Lead the Access department.
- (x) Assess pupils for examination access arrangements.

All requests for support for classes or help for individual pupils should be brought to the attention of the SENCO, usually through Subject Leaders.

1.4 **Admission Arrangements:**

The school will admit pupils on the basis of the Admission Policy. Pupils with Special Educational Needs, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such pupils.

1.5 **Areas of Specialism:**

All teachers at the school have a responsibility for teaching those pupils with Special Educational Needs admitted to the school. The school has some experience of providing for pupils with physical disabilities, with literacy and numeracy difficulties as well as pupils with communication, social and emotional difficulties.

1.6 **Special Facilities:**

The school is used to working with advisory teachers for pupils with physical/sensory disabilities and is happy to make arrangements to enable these pupils to participate as fully as possible in the education and activities offered in the school.

Most of the building is easily accessible by wheelchair and there are disabled facilities: ramps, toilets, a lift in the main building giving access to main school first floor classrooms and the library.

SECTION 2: INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS

2.1 **Allocation of resources to and amongst pupils with Special Educational Needs:**

Staffing resources in the school are allocated to and amongst pupils with Special Educational Needs according to the following principles:

- (i) Basic standards of literacy and numeracy should be raised, as far as possible, for as many children as possible whilst they are in KS3.
- (ii) Support for literacy and numeracy are provided by teaching assistants attached to the Maths, Access and Intervention teams and pupils with Special Educational Needs may have access to these sessions as appropriate.
- (iii) Children who would benefit from small but regular amounts of small group tuition for reading

- should, where possible, take part in the reading programmes offered during registration periods.
- (iv) Children with general or specific learning difficulties in all Key Stages should receive additional help (whether by in-class support or withdrawal for individual or small group tuition) from the Access department within the resources available. This is to be reviewed (as appropriate) by the SENCO.
 - (v) Pupils with Special Educational Needs should be eligible to participate in any programme established under any of these principles.
 - (vi) The SENCO will advise SLT on the adequacy of the resources allocated to these purposes, and the Headteacher will report to the Governing Body periodically on this matter.

2.2 **Identification and Assessment Arrangements; Review Procedures:**

The SENCO is formally responsible for identifying children with Special Educational Needs, assessing their needs and progress and bringing information to the attention of other staff, as appropriate. (All teachers have a responsibility to bring to the attention of the SENCO any child whose needs they believe are not being met.)

- (i) The principal sources of information for identifying children's Special Educational Needs are:
 - Information from parents.
 - Statements of SEND and other records of SEND and provision from children's previous schools.
 - Liaison with primary schools before children enter year 7 and Case Conferences during their first term.
 - Information provided by the LA's Advisory Team.
 - Tests (e.g. standardised reading scores; results from internal reading, spelling and numeracy tests or Key Stage 2 results).
 - Information from the English and Mathematics departments on attainment and progress in basic literacy and numeracy.
 - Members of staff will discuss with the SENCO how to meet the Special Educational Needs of particular pupils; if they feel that further help is required, the Subject Leader will bring the matter to the attention of the SENCO.
 - Pupils receiving additional support will have their needs assessed and provision recorded by the SENCO. The effectiveness of special help provided will be evaluated and further programmes identified, if appropriate.
 - Many pupils with Special Educational Needs and their parents are involved, through meetings, to discuss the different and, if appropriate, graduated, stages of provision to meet their Special Educational Needs.
 - Where appropriate, procedures will be put in place to formalise the identification of assessment and to review the impact of any interventions. These will operate as far as possible in accordance with the SEND Code of Practice. Plans are reviewed at an annual review and then at least twice a year for pupils with Statements or EHCPs, with the involvement of parents and pupils. Review meetings for pupils on the Special Needs register without statements or EHCPs are arranged by the SENCO as required.

2.3 Curriculum Access and Inclusion:

“Inclusive schools enable all their pupils to gain maximum advantage from all the opportunities which education has to offer”

2.3.1 Access for pupils with Special Educational Needs to a balanced and broadly-based curriculum, including the National Curriculum

- (i) All pupils in Years 7-11 follow a common curriculum, based upon the National Curriculum, with a common range of options at Key Stage 4.
- (ii) The school does not usually withdraw a pupil from an entire subject, nor disapply the National Curriculum, except in exceptional circumstances. Any decision on this issue will be made by the Deputy responsible in consultation with the Headteacher.
- (iii) Pupils in Key Stage 3 may be withdrawn for individual or small group tuition from any subject except mathematics and English.
- (iv) Key Stage 4 pupils are supported in lessons; Key Stage 4 pupils may also be withdrawn from some tutorial periods and may receive 1:1 support with coursework catch-up.
- (v) Steps will be taken so that children who are withdrawn from lessons for tuition or support classes over a prolonged period are not withdrawn from the same subject all the time.
- (vi) Allowances and help will be given by subject staff to pupils withdrawn from lessons to minimise any disadvantage of the withdrawal.
- (vii) It is the policy of the school to develop differentiation through appropriate challenge of class work within the common framework of each subject.
- (viii) As appropriate and subject to resources, support is provided in lessons.

2.3.2 Integration of children with Special Educational Needs within the school as a whole

- (i) All pupils belong to vertical tutor groups, attend the same house assemblies, year group and house activities, and follow a common tutorial programme.
- (ii) Some subjects group pupils by prior attainment, others are taught in mixed ability groups.
- (ii) A wide range of extra-curricular activities are available to all pupils.

2.3.3 Special Arrangements for pupils with Special Educational Needs in public examinations and national tests

- (i) Examination access arrangements are designed to ensure access for pupils with certain disabilities and certain learning difficulties to examinations, without giving them an unfair advantage over other pupils who do not qualify for them.
- (ii) Consideration of whether pupils qualify for access arrangements is given in accordance with the terms of the national regulations issued by the Joint Council for Qualifications (JCQ).
- (iii) Decisions at school level, including recommendations to the Awarding Bodies, are made by the Headteacher as Head of the Examinations Centre.
- (iv) No child has an automatic right to access arrangements. Parents are welcome to request such arrangements for their child and present factual information in support of their requests, however there is a formal procedure for the assessment of access arrangements. Parental opinions in themselves are not evidence of the need for special arrangements.

- (v) Responsibility for recommending access arrangements for the Head of Centre's consideration and for the appropriate bodies rests with the SENCO, the named Specialist Teacher according to JCQ guidelines, who will consult staff and keep parents informed of the process.
- (vi) Once any Examination Access Arrangements or Special Considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented.

2.4 Evaluation

2.4.1 Criteria for evaluating the success of the School's SEND Policy

- (i) Do measures of literacy and numeracy for children with Special Educational Needs show improvement over time?
- (ii) Do children on special programmes demonstrate increased confidence to teachers and/or parents?
- (iii) Is the SENCO making the most effective and efficient use of the available resources?
- (iv) Do teachers across departments demonstrate confidence and competence in differentiating work appropriately?
- (v) Are individual programmes of study well adapted to pupils' Special Educational Needs and are they revised appropriately in the light of either success or failure?
- (vi) Is consultation with parents and pupils, regarding SEND provision, viewed positively by parents and pupils?

2.4.2 School self-evaluation of SEND

- (ii) The SENCO will use the school's SEF (Self Evaluation Form) to assess the extent to which pupils with additional and Special Educational Needs are making progress and to monitor efficient use of the SEND Budget.

2.5 Complaints Procedure

Arrangements for considering complaints about Special Educational Needs provision

- (i) Informal complaints about SEND provision by parents should be made to the SENCO. Complaints are acknowledged within 24 hours (whenever possible) and a definitive response given and/or a meeting arranged as soon as possible thereafter.
- (ii) More formally, the Headteacher will receive and investigate complaints and seek to solve any problem to the parents' satisfaction and inform the governor with SEND responsibility as necessary.
- (iii) If the issue cannot be resolved in this way, it may be referred to the Chair of Governors.

SECTION 3: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

3.1 Staff Development and Performance Management

- (i) The School INSET programme reflects the fact that all staff are teachers of Special Educational Needs.

- (ii) Teaching Assistants are given INSET to ensure they have the necessary skills and expertise to fulfill their roles effectively.
- (iii) NQTs, GTPs and all new teaching staff are informed of the SEND Policy and practice as part of the induction programme.

3.2 Links with Education Department Support Services and other agencies and organizations:

The SENCO liaises with support services, in consultation with the Deputy Headteacher.

- (i) Advice and assessment procedures are available from the Local Authority. Contact may be made when it is necessary to seek additional advice or when assessments are needed.
- (ii) Additional facilities, resources, information from specialist staff are utilised when necessary, e.g. learning/visual impairment.
- (iii) Contact with support services is recorded and kept on file.
- (iv) It is necessary at times to work closely with health or social services, educational welfare and voluntary organisations.
 - a. Should contact be necessary with officers of social services or health services, this will be done after consultation with the Headteacher or the Deputy Headteacher.
 - b. Attendance of school staff at case conferences will be decided by the Headteacher.

3.3 Partnership with Parents

The school will work with parents, taking into consideration their concerns and wishes in respect of children requiring special educational provision.

- (i) Contact with parents of children with Special Educational Needs is usually co-ordinated by the SENCO.
- (ii) Close liaison with parents of children with Special Educational Needs will help to ensure they are aware of the strategies being used. It is expected that any significant change to the provision will be discussed with parents at an early stage.
- (iii) Parents will be made aware, for example, of the reason for, and nature of, the provision, the results of any assessment or testing conducted by the school or LA if requested, progress being made and any substantial modifications to arrangements.
- (iv) This will be through such means as informal phone calls, the pupil log book, the plan, the end of year reports, Parents' Evenings and letters. Parents are also free to seek a meeting with the SENCO at other times.
- (v) Written contact with parents must be filed.

3.4 Pupil Participation:

A high value is placed upon pupil participation in all aspects of school life: School Councils, House

System, Charity Days, etc. All pupils are encouraged to become involved in celebrating significant dates in the communal life of the school. Extra-curricular activities offer many chances for pupils to participate positively in school life.

3.5 Links with Other Schools and Transfer Arrangements

- (i) Liaison with other schools in respect of pupils in Years 7-11 who have EHCPs, Statements or receive substantial special education support is carried out by the SENCO together with the Deputy Headteacher and the Headteacher.
- (ii) The responsibility for students transferring to institutions during or at the end of the Sixth Form remains with the Head of Sixth Form.
- (iii) There may be occasions when arrangements are made for integrating pupils previously in special schools/units into Campion– such arrangements would be organised and coordinated by the SENCO, subject to the approval of the Headteacher.
- (iv) Arrangements to share with other schools: resources, expertise, good practice of linked INSET will be coordinated by the Deputy Headteacher and the SENCO, subject to the approval of the Headteacher.
- (v) The SENCO has responsibility for maintaining records for pupils with Special Educational Needs. These records would be made available at appropriate times to ensure the smooth transfer of pupils to other schools or institutions.

3.6 Review:

This policy was approved on 20 April 2016.

The SEND Policy is due to be reviewed by the Governors in April 2018

