

Special Educational Needs and Disabilities (SEND) Inclusion Policy



Tarporley High School
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Mission Statement

The Special Educational Needs and Disabilities (SEND) Inclusion Policy is set out to provide information regarding the school's vision, ethos, provision and practice with regard to SEND and inclusive whole school practice.

Tarporley High School and Sixth Form College's commitment to students with SEND is to:

“Ensure that students with SEND make exceptional progress, achieve their personal best and are included at every level of school life”.

We believe that our response should be rooted in a *whole school approach* to ensure access, participation and achievement for all. At Tarporley High School and Sixth Form College, teachers and teaching assistants are responsible for the progress and development of the students in their class or who they support. At every opportunity we aim to raise awareness of special educational needs and disabilities with both staff and students in order to foster a shared understanding and acceptance of diversity within our school.

The definition of Special Educational Needs (SEN) as taken from the SEND Code of Practice (2014) is as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has learning difficulty or disability if he or she:

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

Many children and young people who have SEN may have a disability under the Equality Act 2010. This is defined as:

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

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer (see Medical Needs Policy for further information about how the school supports students with medical conditions).

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

The SEND Inclusion Team

The SEND Inclusion Team is led and coordinated by the SENCO – Inclusion Leader within our Inclusion Resource Centre (STEPS). The team is part of a *whole school graduated response* to meeting the individual needs of students. The team supports a range of students identified as requiring SEN Support in school, in addition to those students who have a Statement of SEN or an Education, Health and Care Plan (EHCP).

The SEND Inclusion Team will:

- Act on behalf of students with SEND in a professional, confidential and sensitive manner
- Offer appropriate support services to students with SEND
- Provide staff with training and information about SEND Inclusion issues
- Provide information to students and parents/carers on SEND Inclusion issues
- Undertake the monitoring of its services for quality and effectiveness with regards to SEND provision through the annual SEND Teaching and Learning Review and the Teaching Assistant Appraisal Process.

Aims

The aims of the school:

- Students with SEND make exceptional progress, achieve their personal best and are included in school life.
- Staff are fully supported in the graduated approach for identifying, supporting and monitoring pupils with SEND using clear channels of communication.
- Students with SEND, are provided with access to a broad, balanced and differentiated curriculum.
- Staff use quality first teaching in order to meet the individual needs of learners, including those with SEND, through setting suitable learning challenges, responding to students' learning needs and overcoming potential barriers to learning and assessments.
- Quality first teaching is the first step in responding to students who may have SEND at Tarporley High School and Sixth Form College. Teachers have high expectations for all students and aim to teach them the full curriculum, whatever their prior attainment. The quality of teaching and learning for all students, including those with SEND, is regularly reviewed through annual Curriculum Teaching and Learning Reviews in order to ensure that all students have appropriately differentiated learning activities and/or teaching methods which takes into account their individual needs. The key characteristics of quality first teaching as outlined by the DCSF'S Personalised Learning document are:
 - *Highly focussed lesson design with sharp objectives*
 - *High demands of student involvement and engagement with their learning*
 - *High levels of interaction for all students*
 - *Appropriate use of teacher questioning, modelling and explaining*

- *An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups.*
- *An expectation that students will take responsibility for their own learning and work independently*
- *Regular use of encouragement and authentic praise to engage and motivate students.*
- Students with SEND have access to an Inclusion Resource Centre (STEPS) which offers appropriate resources and interventions to further support their learning and development.
- To fulfil our statutory duty with regards to the 2014 SEND Code of Practice.

Responsibility and Arrangements for the Co-ordination of SEND Provision

This policy statement has been written with due regard to the 2014 SEND Code of Practice. It sets out its principles and a framework for SEND and Inclusion at Tarporley High School and Sixth Form College.

(a) The Governors, in co-operation with the Senior Leadership Team determines the school's general policy and approaches, establishes appropriate staffing and funding arrangements and maintain general oversight of SEND provision.

(b) The Assistant Head Responsible for SEND and Inclusion has the oversight and the SENCO – Inclusion Leader has the lead and management responsibility for SEND and Inclusion in the school. The SENCO – Inclusion Leader will keep the Governors informed and work closely with the link SEND Governor.

(c) The SENCO – Inclusion Leader has the responsibility for the day-to-day operation of the school's SEND Inclusion Policies and for co-ordinating SEND provision. This includes maintaining the SEND register, reporting to and consulting with the Senior Leadership Team and liaising with appropriate outside agencies.

(d) As part of our *whole school graduated approach*, the Curriculum and Pastoral teams liaise with the SEND Team regarding the early identification of SEND as well as contributing to the creation and implementation of strategies of support.

Transition Arrangements

Students with SEND are supported during important transition phases at Tarporley High School and Sixth Form College:

- Key Stage 2-3

Vulnerable students prior to admission are identified via the SENCO – Inclusion Leader working in close collaboration with feeder primary schools and transition staff. These students may be in need of curriculum, physical, emotional, behavioural or social support. In addition to whole school transition activities we also offer an additional extended transition programme 'Moving On' for students with SEND. Where appropriate, additional visits/meetings are arranged to enhance this process.

- Key Stage 3-4

Students with SEND are supported throughout the Options Process. In addition to the whole school support programme, the SENCO – Inclusion Leader liaises with the school Careers Advisor to ensure that additional support meetings are in place for

the most vulnerable students. The SENCO – Inclusion Leader also attends the Year 9 Options Evening in order to advise and further support students and their parents/carers. Students with Statements of SEN or Education, Health and Care Plans will also have an additional meeting with a Careers Advisor from Young People's Services.

- Key Stage 4-5

With high aspirations, and the right support, children and young people with SEND can go on to achieve successful long-term outcomes in adult life. Tarporley High School and Sixth Form College supports students to realise their ambitions in relation to higher education and/or employment. This includes exploring different employment opportunities as well as options regarding Post-16 Education providers. In addition to the wider support programme, the SENCO – Inclusion Leader liaises with the school Careers Advisor to ensure that additional support meetings are in place for the most vulnerable students. The SENCO – Inclusion Leader also organises college visits and attends with students and their parent/carers in order to further support with transition. Students with Statements of SEN or Education, Health and Care Plans will also have an additional meeting with a Careers Advisory from Young People's Services.

Facilities and Resources for SEND students

Tarporley High School and Sixth Form College is an inclusive school that has provision to meet the needs of most students from a broad range of areas included within the 2014 SEND Code of Practice:

- Cognition and Learning (including Specific Learning Difficulties such as Dyslexia)
- Communication and Interaction (including Autism and Aspergers)
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Within our Inclusion Resource Centre (STEPS) we have a range of specialist teaching resources and programmes to meet a range of needs. Some examples of our interventions include: Multi-Sensory Specialist Dyslexia Teaching Programmes, ELKLAN Speech and Language Resources, Grow@Key Stage 3 Literacy Resources, Numeracy Support, Talkabout for Teenagers Social Communication Skills, Behaviour for Learning and Anger Management, Vocabulary Enrichment Programme and Think Good Feel Good Cognitive Behavioural Therapy. These interventions may be conducted on a one to one basis or in small groups.

Identification of SEN and the Graduated Approach

Every school is required to identify and address the SEN of students that they support with the benefits of early identification widely recognised. Where a student is identified as having SEN, the 2014 SEND Code of Practice states that schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a *four-part cycle* (assess, plan, do, review) through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

Tarporley High School and Sixth Form College has a clear approach to identifying and responding to SEND. In liaison with parents we anticipate and identify need at the earliest point using teacher assessments and recommendations, along with, where appropriate, nationally standardised assessment tools. We take into consideration all aspects of a student's performance in different areas of learning and development to establish whether lack of progress arises from SEN and/or a disability. We may also involve specialists at any point to advise us on early identification of SEND and effective support and interventions. Parents are always involved in any decision to involve specialists.

In a small number of cases, some students will require highly specialist support through a **Statement of SEN** or an **Education, Health and Care Plan (EHCP)**. These are applied for when, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, due to their SEN they have not made expected progress.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Equally; a diagnosis of Special Educational Needs does not mean a young person will display disruptive behaviours. Where there are concerns the SENCO – Inclusion Leader, in collaboration with Pastoral Leaders, will make an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues (see Behaviour Policy for further information about how the school supports students with behavioural difficulties).

Under the 2014 SEN Code of Practice, there is no longer a requirement for schools to complete Individual Education Plans (IEPs). At Tarporley High School and Sixth Form College, in some cases students who require *significant* SEN Support may require a 'Personal Intervention Plan' to be produced. This plan will outline the provision provided and any additional intervention or support which is personalised to ensure each individual student makes progress. This follows the *graduated approach* and follows a cycle of assess, plan, do and review. Where school based intervention is not making the required impact, the advice and support of external agencies (if not already involved) may then be obtained. The school may then decide to apply for an Education, Health and Care Plan (EHCP) from the Local Authority in order to meet the complex needs of some students.

Working in Partnership

The SEND Inclusion Team has strong links with the following external agencies to ensure the appropriate support is in place for students with SEND:

- Cheshire West and Chester and Cheshire East SEND Assessments and Monitoring Teams
- Education Welfare Service

- Educational Psychology Service
- Cheshire West and Chester Autism Service
- Speech and Language
- Cheshire West and Chester Young People's Services
- School Nurse
- Child and Adolescent Mental Health Services
- Information and Advice Service (formerly Parent Partnership)

In addition, Every Child Matters Forums are held regularly throughout the year. The purpose of these forums is to allow Year Achievement Leaders and the SENCO – Inclusion Leader to discuss identified students of concern, including those with SEND, with other professionals from a variety of Educational Support Services. Through these meetings professionals share knowledge and expertise in order to best support students of concern, including those with SEND and set clear actions to move forward the cases discussed. At Tarporley High School and Sixth Form College we firmly believe that it is important that key professionals regularly come together to discuss students of concern, including those with SEND, in order to ensure that we have a holistic view of each child and that we join up our practices in order to best support our students.

Working in partnership with parents

Tarporley High School and Sixth Form College recognises the unique contribution that parents/carers can make to a student's educational progress and undertakes a close partnership with the parents/carers of students with SEND. This means that views will be sought and taken into account and that effective two-way communication is fostered and maintained. As a result, consultation with parents of children with SEND is on-going at Tarporley High School and Sixth Form College. Communication happens through pre-arranged meetings with the SENCO or communication via email or phone. If a child has a Statement of SEN or an Education, Health and Care Plan (EHCP) an Annual Review Meeting will take place during the year in order to review the child's Statement or Plan. This is in addition to normal parent-school communication.

Monitoring the effectiveness of the Policy

The effectiveness of the SEND Inclusion Policy and its implementation is regularly under review and the success of the SEND Inclusion strategy is assessed both qualitatively and quantitatively. Quantitative success is judged in terms of how far the student has progressed from base line assessment, usually in the form of psychometric assessments using standardised assessment materials. This would be in conjunction with data from across curriculum areas after each Progress Point. However, not all interventions and support can be measured in this way. As a result, qualitatively, student progress can also be measured by audits such as Strength and Difficulties Profiles. These profiles help establish the less quantifiable but equally important aspects of school life such as emotional and social well-being.

Student voice is an integral aspect of the school ethos at Tarporley High School and Sixth Form College. The SENCO makes it a key priority to have a one to one

meeting with as many children as possible who are on the SEND register. In addition, students are invited to meetings or to contribute their views and information prior to any meetings that take place. We are continuing to build on this with surveys and focus groups in order to ensure their voice is heard and this feedback helps to inform the future vision for SEND provision at Tarporley High School and Sixth Form College.

The SENCO – Inclusion Leader will annually feedback to the Governors in addition to regularly communicating with the SEND link Governor with regards to monitoring the effectiveness of SEND provision at Tarporley High School and Sixth Form College.