



SENDA Policy
2018

The SENCO is responsible under the leadership and direction of the Head of School, for overseeing the development, implementation, monitoring, evaluation and reviewing of the SENDA Policy at Adcote School. In consultation with:

Parents

Student

Teaching Staff and Teaching Assistants

External Agencies

This policy should read in conjunction with the following school Policies:

Teaching and Learning

Medical Needs

Adcote School Admission

Equalities Policy

Statement Assessment

School Complaints

Statement of Intent

We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. All teachers are teachers of Special Educational Need. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

We will provide the structure for a pupil-centred process that engages the pupils, family, school and other professionals in planning for and implementing full access to a broad and balanced education that ensures an appropriate, high quality curriculum for every child.

Agreed definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made. Namely provision 'which is additional to or different from' that normally available in a differentiated curriculum.

Adcote School regards pupils as having a Special Educational Need if they:

- i. Have a significantly greater difficulty in learning than the majority of pupils the same age or;
- ii. Have a disability which prevents or hinders her from making use of facilities of a

kind generally provided for others of the same age

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

Adcote School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents are informed by the school (In line with its admission policy) if SEND provision is advised/requested for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils may need to be provided with interventions and/or support that is 'additional to or different from' the normal differentiated curriculum. This will only be implemented at Adcote School following consultation with parents. This may be ongoing basis or for a limited time.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

- 1) Cognition and Learning e.g. dyslexia, dyscalculia, dyspraxia
- 2) Social, Emotional and Mental Health Difficulties e.g. attachment disorders, ADHD
- 3) Communication and Interaction needs e.g. speech, language and communication needs, autism.
- 4) Sensory and/or Physical needs e.g. Visual or hearing impairment, physical disability.

Provision

The school has special provision for SEND students in the accommodation and facilities provided by:

- i. A medical room.
- ii. Personalised learning programmes.
- iii. Teaching assistants assigned to support students in lessons (where necessary and agreed) [This must be funded privately by parents unless pupil holds an EHCP and the agreed support includes a TA]
- iv. Appropriate differentiation implemented by teaching staff, supported through up to date information on SEN students and regular CPD.
- v. Advice and support from a range of external agencies. (Privately funded)

Identification and Assessment

All pupils' attainment and achievements are monitored by their classroom teacher who is required to provide high quality teaching and learning opportunities

differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support may be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- Match or better the pupils' previous rate of progress
- Close the attainment gap between the pupil and their peers
- Prevent the attainment gap growing wider

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.

When considering whether a pupil has a special educational need, any of the four categories outlined in the previous category are evident on their own or in conjunction with each other

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach - assess, plan, do, review.

For pupils on the wider SEND register the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. Any ongoing concerns will be addressed in conjunction with the school's assessment coordinator, For those students with an EHCP or statement for educational needs the regular termly assessment and planning cycle will be incorporated into the formal annual review process and more regular communication with parents.

When a pupil has made sufficient progress in their area of need that they no longer require provision that is 'different from or additional to' that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents the pupil will be removed from the school's SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupils, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment.

Where a pupil has an Education Health and Care Plan, Adcote School will hold annual review meetings and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly and at least termly. Additional training, advice and support will be provided to teaching staff in house where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We make every effort to work in full co-operation with parents and Guardians, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

Parents of a child with SEND support have the opportunity to meet with Adcote School teachers at a mutually convenient time.

Where parents have a child with an EHCP regular communication is encouraged through their child's teaching assistant within the Learning Support department, as well as the SENCo. This is in addition to the normal reporting procedures and annual review meetings.

Partnership with External Agencies Adcote School is supported by a wide range of different agencies and teams as required and contracted.

CPD Teaching staff - SENCo, SMT and Learning and Teaching forum provide regular CPD to teachers as part of the school's wider CPD and Learning and Teaching programme. This includes areas such as differentiation.

External trainers/advisors are brought in periodically to address more specialist training needs. Diabetic Nurse etc.

Support Staff - teaching assistants are engaged in ongoing training led by the SENCo or external specialists depending on the needs identified within the Learning Support department and SMT.

Roles and responsibilities

Please see the school website and SEND information report for key contact details.

All teaching and support staff - the day to day support of students through additional support and a differentiated, high quality curriculum.

Teaching Assistants - Where appropriate, a child with an EHCP has a named Teaching Assistant who has daily contact with the pupil. Weekly email contact is maintained between home and school as well as daily support for the student.

SENCo -

Has a wider responsibility for all students with an EHCP and on the wider SEND register.

- i. Day to day running of the Learning Support department.
- ii. Point of contact for external agencies who provide additional support for students on the SEN register as well as for parents of SEND pupils .
- iii. To lead on the development of high quality SEND provision as an integral part of the school.

The Head and Head of Student Services - has line management of the SENCo and oversight of the implementation of these policies and procedures within the Learning Support department.

Head Teacher - has responsibility for the day-to day management of all aspects of the schools' work, including provision for children with special educational needs.

Meeting medical needs The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support to meet the medical needs of such children.

Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Oversight of these plans is delegated to the Learning Support department. Please see the school's Access Plan and Medical Needs policy for further details.

Storing and Managing Information Pupil SEND records will be kept in accordance to the DfE guidance contained in 'Statutory Policies for schools' (February 2014)

Complaints will be dealt with through the School's Complaints procedure. This is available from Adcote School's website.

In the two-year period, September 2018 – September 2020, the following is currently actioned or planned:

Plan	Action required	Projected Date	Achieved
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.	Voice activated software	Sept 20	
	Use of electronic readers in examinations	June 20	
	Use of speech to text technology where needed in examinations	June 20	
Give pupils a stronger ownership of the help they ask for and their responsibility.	Greater input to all pupils for their electronic profiles	September 19	
Change IEP over to Personalised Learning	Start to use PLP in place of IEP and review the effectiveness.	From September	

Plan		2018	
Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.	Use of larger font and wider spacings between lines.	Sept 18	
	Use of exam pens	Sept 18	
	Use of dyslexia friendly fonts	Sept 18	
Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.	Ensure that there is a 'time out' room for pupils with behavioural and social needs.	Sept 18	

