

Aldworth School Special Educational Needs Policy

Distribution:	Teaching staff Governors Support staff
Contents:	Aims and objectives Responsible persons Admissions and inclusion Access to the curriculum Providing the graduated response with an emphasis on High Quality Inclusive Teaching
Plus	Identification and assessment Resources Liaison Arrangements for the treatment of complaints Staff development Working with parents Student participation Evaluating success
Policy Approved and Adopted:	2016
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1 Definition of SEND

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that which is normally available to pupils of the same age.”

(SEND Code of Practice, 2015, p.94)

2 Aims

- 2.1 At Aldworth School we are committed to giving the right students, the right support, at the right time. We do this by ensuring we provide all our students every opportunity to achieve the highest of standards so that we can prepare them for adulthood and build brighter futures. To do this it is important to take account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children, reminding them how important it is for them to **'go further'**. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude students. The achievements, attitudes and wellbeing of all our students matter.
- 2.2 Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).
- 2.3 Students at Aldworth School have a range of difficulties including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. Within the school we cater for a wide variety of special needs and all students are taught in mainstream classes. We add support into classes rather than removing students from lessons wherever possible.

3 Objectives

- 3.1 That pupils with “Special Educational Needs”, in common with all pupils, are entitled to a broad and balanced curriculum, which embraces the National curriculum, within a framework of mainstream integration and which is commensurate with their abilities.
- 3.2 That this entitlement is an integral part of the school's policy for Equal Opportunities and that an appropriate range of provision and strategies is available to meet all pupils' needs.
- 3.4 That the achievements of all pupils, including those with SEND, will be celebrated equally with those who find success easier to achieve, and SEND pupils are included in extra-curricular activities together with more-able pupils without discrimination.
- 3.5 That parental involvement is encouraged within the framework of the Code of Practice. Parents will be active partners with the school in decisions relating to their child's education.

- 3.6 That the progress of SEND pupils is monitored carefully and information gathered is used to inform planning to achieve maximum progress commensurate with ability.

4 External Links

- 4.1 Strong links exist between Aldworth School and other external agencies and teams.
- 4.2 For high needs pupils with an Educational Health Care Plan, we are able to access additional support from the Educational Psychologist, ASD specialist teachers and SEND Teacher Advisors.
- 4.3 We also have strong links with The Child and Adolescent Mental Health Service (CAMHS), Social Services, the Child Health team, the Police, and the Primary Care Trust.
- 4.4 We liaise closely with Hampshire Children's Services Specialist Teaching Service who provide specialist support for children with specific needs e.g. Hearing Impaired (HI), Visually Impaired (VI) or children with Physical Disabilities (PD).
- 4.5 We also have good working relationships with specialist Speech and Language Therapists (SaLT).
- 4.6 For students with a Physical Disability we are also able to utilise support from the specialist advisory service for physical disabilities and a team of Physiotherapists who work closely with the school, and our students and staff.
- 4.7 Expertise from all these professionals is drawn upon as and when necessary and we meet with external agencies regularly to ensure we are accessing the best support for all our students.

5 Complaints

- 5.1 Any parent having a complaint about the provision of SEND at Aldworth should, in the first instance, contact the SENDCo. If, at this level, the school is unable to act on the complaint, the SENDCo will then communicate the nature of the problem to the Head Teacher.
- 5.2 If a parent follows the above procedure and is not satisfied with the response, the parent may then make a written complaint to the Chair of Governors under the statutory complaints procedure for the school.
- 5.3 SEND Advice and Support Service (SENDASS) offer free, impartial and confidential information, advice and support to parents and carers of children and young people with SEND. They can be contacted as follows:

Telephone: 0808 1645504

Email: info@hampshiresendiass.co.uk

6 Implementation

- 6.1 The method of implementation of this policy is in Appendix A

Appendix A

Special Educational Needs Policy

1. Management

- 1.1 The SEND policy will be managed by the Headteacher, the Governor responsible for SEND and the SENDCo.
- 1.2 The SENDCo will be responsible for monitoring the needs and progress of all pupils with SEND and will share responsibility for managing the resources necessary to fulfil the objectives of the SEND policy with the Headteacher.
- 1.3 The Governors and Headteacher shall allocate funds annually which will be directed towards satisfying learning needs of SEND pupils. Such monies may be used as a delegated budget by the SENDCo to purchase resources, or by the Headteacher to enhance staffing to benefit such pupils.

2. Management – SENDCo

- 2.1 Manage the day-to-day operation of the SEND Policy.
- 2.2 Maintain the SEND register and oversee the completion of records on identified SEND pupils.
- 2.3 Co-ordinate provision for SEND pupils across the curriculum via Curriculum Leaders.
- 2.4 Liaise with and advise teaching staff with regards to SEND pupils, including delivery of STEP plans and supporting students with an EHCP.
- 2.5 Liaise with parents with regard to their child's SEND. Encourage parents to be involved in decision-making processes by attending meetings and communicating via telephone and/or email. The SENDCo is also available at parents' evenings to discuss progress and review a child's support.
- 2.6 Liaise with all appropriate external agencies and keep records of their intervention.
- 2.7. Contribute to in-service training for staff and the school's strategic planning with regards to SEND.

3. Management – Staff

- 3.1 The SENDCo will, through liaison with the Year Leaders, ensure that the special educational needs of pupils are known to appropriate persons.
- 3.2 All Teaching Staff remain responsible for:
 - 3.2.1 Adopting strategies to meet the needs of pupils recommended in Annual Reviews;
 - 3.2.2 Monitoring progress towards clearly defined objectives (as outlined in Annual Reviews) and keeping records of progress;
 - 3.2.3 Contributing, as tutors, to the referral, monitoring, reviewing and liaison within the Code of Practice framework;
 - 3.2.4 Contributing as members of staff with areas of expertise to the planning for pupils with SEND (this may include non-teaching staff);
 - 3.2.5 Alerting SEND staff to possible SEND ensuring early identification.

4. Admission Arrangements

- 4.1 The majority of the school site is fully wheelchair accessible and students are taught in mixed ability groups or set according to their ability, rather than their disability. If parents would like their child to be admitted to the Aldworth School then they need to inform the Basingstoke SEND team.
- 4.2 Pupils with EHCPs are a special case under the Admissions Policy. They are referred by the Local Authority, usually at the request of the parent.
- 4.3 The school is adapted to meet the needs of pupils whose physical condition requires additional facilities for access.

5. Support

- 5.1 All pupils at Aldworth School, including those with EHCPs, are integrated into the mainstream school. We provide students with full access to the National Curriculum and arrangements to withdraw students from lessons are avoided wherever possible. Where it is necessary to withdraw a child from a National Curriculum subject this will be done for the minimum amount of time possible and in full consultation with the parent/carer.
- 5.2 Staff provide support for all students in lessons. Additional support is available for identified students; this is provided by a highly trained team of Learning Coaches (LCs). Pupils' progress is reviewed according to statutory requirements. Pupils undergoing Key Stage 3 assessment are appropriately supported during assessments.

- 5.3 Students in KS4 with SEND receive support with coursework to meet external examination requirements and are all entered for external examinations, commensurate with their abilities.
- 5.4 Identified students in KS4 are tested to see whether they require additional support in their external examinations. Examinations Access Arrangements are applied for with the examining boards. The SENDCo assesses the need for such arrangements and supports the school's applications.
- 5.5 Students in KS4 receive specialised careers advice.
- 5.6 The school is allocated funding for SEND pupils with an EHCP from Basingstoke. The Headteacher and SENDCo are responsible for allocating the resources appropriately.
- 5.7 The Pastoral Team works closely with the SEND department by implementing and developing strategies to support vulnerable pupils.

6. Identification and Assessment Procedures

- 6.1 A reading test, a maths test and Cognitive Abilities Tests (CATS) are administered early in the Academic year to the new intake. A student's reading age, together with data from KS2 and CATS, are used to assess potential and assist curriculum planning. This screening gives an overall illustration of immediate concerns.
- 6.2 Using the information gained, together with observations, previous educational history, knowledge of health etc. those pupils for whom it is appropriate are listed on the SEND register and provision made.
- 6.3 According to the provision allocated, monitoring of pupil progress then occurs within statutory guidelines.
- 6.4 Any member of staff or other relevant person, having concerns at any time, about a pupil, can refer their concerns to the SENDCo who will investigate the concerns and provide support and advice.
- 6.5 Statutory procedures under the Code of Practice apply to all pupils on the SEND register.
- 6.6 Pupils are regularly assessed throughout the year as part of a routine monitoring of progress. We conduct annual reading tests.
- 6.7 This pattern is established:

Year 7	On entry and throughout the year.	Reading test and CATS completed when students join the school and students have regular in-class assessments. Students complete end of year assessments.
Year 8	Throughout the year.	Reading test carried out annually. Students have

		regular in-class assessments. Students complete end of year assessments.
Year 9	Throughout the year.	Reading test carried out annually. Students have regular in-class assessments for monitoring purposes and to inform option choices. Students complete end of year assessments.
Years 10 & 11	Reading test carried out annually. Statutory assessments take place annually for all pupils. Students can be assessed for additional support in their GCSE examinations from the end of Year 9 onwards.	

6.8 Records are kept for the pupil's school career and passed on to relevant professionals at 16+ (especially for students with an EHCP taking further training).

6.9 Records are also used to formulate a value-added assessment when GCSE results are known for a year group.

7. Management of pupils with SEND

7.1. Code of Practice

7.1.1 All teachers are teachers of SEND.

7.1.2 All pupils with SEND will be supported by the SENDCo and by the Head of Year and Tutor.

7.1.3 Teaching Staff and Support Staff:

7.1.3.1 Will ensure that material is presented to pupils at a level appropriate to their known attainment

7.1.3.2 Necessary resources are available to encourage and allow independence in learning.

7.1.3.3 That necessary adaptations of equipment are organised.

7.1.3.4 The equal opportunities policy applies.

7.1.3.5 That Progress is monitored and recorded.

7.1.3.6 That an appropriate range of strategies is employed to give pupils every possible assistance in achieving their personal targets, which will be known to both pupils and relevant staff alike

7.1.3.7 Will attend child-focus meetings and STEPs reviews as appropriate.

7.2. SEND Support

7.2.1 Parents will be informed.

7.2.2 At SEND Support pupils are on our SEND Register, according to need

7.2.3 Support will be agreed in collaboration with parents, the tutor and any appropriate subject staff.

7.2.4 Parents will be encouraged to review the support their child is receiving throughout the year through letters, telephone conversations, parent evenings and meetings.

7.2.5 Reviews will inform future planning for the pupil.

7.3 School request for Statutory Assessment

7.3.1 The SENDCo and Head Teacher will collate all available information on the pupil as evidence for the need for statutory assessment, and the LA will be requested to initiate a multi-professional assessment

7.4 EHCP

7.4.1 Where a pupil's difficulties are classed as high complexity but low frequency. The specific resources needed to meet the pupil's needs will be formalised through an EHCP agreed with the LA. Reviewing and monitoring will be within statutory guidelines.

7.4.2 Where a pupil's difficulties are classed as low complexity but high frequency the child will be designated as SEND Support. The provision will be decided by the school in consultation with the parents/carers and the educational psychologist. Review and monitoring will be conducted as if the child had an EHCP, except that paperwork is not required by the Local Authority.

8. **Reviewing**

8.1 External agencies will feed into the reviewing process where applicable.

8.2 School reports will inform parents.

8.3 In the case of students with an EHCP, the annual review will give additional information to parents and involve them in further planning where applicable and the financing will be reviewed by the LA.

9. Success Criteria

- 9.1 All pupils with SEND are identified and provision made to meet their needs.
- 9.2 All pupils with SEND leave Aldworth School with appropriate externally recognised qualifications.

10. Contact Details

The SENDCo at Aldworth School is **Mrs Lucy Hudson**

She can be contacted via telephone on 01256 322691 or via email at enquiries@aldworth.hants.sch.uk

Appendix A

The Blue Coat School recognises that there is mixed medical and scientific consensus about the existence of syndromes or conditions relating to “visual stress”, “visual attention” and “visual spatial working memory” issues and that research findings vary in terms of the measurable benefits of the use of coloured overlays, tinted paper or filtered lenses to those who experience difficulties with reading. The use of tinted paper or overlays is not recommended in the NICE guidelines for either “visual stress”, “visual attention” or “visual spatial working memory” issues, and as such there is no legal obligation for the school to supply overlays or paper.

However, in line with our ethos to support our students to reach their full academic potential and make a successful transition to adulthood, we believe we should acknowledge the child’s experience of symptoms of such a condition and try to provide students with support and resources related to it.

There are many different options when it comes to getting help with visual stress. The diagnostic assessment/treatment of visual stress and other visual processing difficulties takes place within a commercial, profit-led market and as such providers of these services dictate their own charges. Our staff can screen students however they are not qualified to diagnose medical, ophthalmological or mental health conditions and we understand parents may wish to seek assistance from trained professionals.

The provision of tinted paper for everyday use in school is limited by the constraints placed on resources. If an Optometrist or Educational Psychologist’s report suggests it is required then school will be led by their expert advice. In general, without a report tinted paper will be supplied, within reason, for tests and mocks in Key Stage 4 as preparation for GCSE exams.

When does the school provide my child with coloured books and resources printed on tinted paper?

School will:

- Accommodate need where evidence is received of a screening/diagnostic assessment conducted by a suitably qualified professional, resulting in a profile consistent with visual stress or issues with visual memory.
- Provide a fixed range of overlays.
- If a student goes on to purchase filtered glasses, then they will be independent and not require further support.
- We require evidence of a successful trial period monitored by teachers, the pastoral and SEND team. This trial will be in place for 6-12 weeks. During this time, the student will be expected to take responsibility



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for bringing in and using their overlay, when required, as normal equipment for lessons and internal examinations as necessary, like a pair of glasses.

- On completion of a successful trial period, we will offer the student the option of continuing with their overlay and/or the provision of tinted paper which has been shown to help by reducing glare. The Blue Coat School **cannot** provide every teaching and learning material onto tinted paper, and therefore students must be prepared for alternative access to materials through the use of overlays or tinted glasses.

Parents can:

- Obtain and provide the school with the findings and recommendations of a screening/diagnosis assessment for visual stress from a professional.
- Obtain replacement overlays that The Blue Coat School will provide via ScoPay online payments for a nominal fee.
- Obtain tinted glasses.
- Contact the form tutor if support is needed with wearing prescribed glasses.

Students can:

- Be responsible to bring in provided overlays.
- Keeping overlays in a way that they only receive reasonable wear and tear.
- Be responsible to bring in provided tinted glasses.