



## Special Educational Needs Policy



# The Joseph Whitaker School

## Special Educational Needs and Disability Policy

**Reviewed September 2018**

### **Mission Statement**

We believe that all children should be valued equally and have an entitlement to personal, social and intellectual development and must be given every opportunity to achieve their full potential in learning.

### **1 Introduction**

1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including how The Joseph Whitaker School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel valued members of the school society.

1.2 The new SEN Code of Practice states that a child has special educational needs if he/she:

- ‘... ha[s] a learning difficulty or disability which calls for special educational provision to be made for him or her...’
- ‘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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’ (SEN Code of Practice, DfE, 2014)

1.3 The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfE 2014, the school accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.

1.5 Pupils with SEN and/or disabilities admitted to The Joseph Whitaker School could have difficulties with one or more of:

- cognition and learning
- communication and interaction
- emotional, social and mental health
- sensory and/or physical.

There is recognition of these four areas of SEN and for the purposes of everyday working, SEN are broken down into the following:

### **Specific Learning Difficulties (SpLD)**

Pupils who have difficulties in reading, writing, spelling or manipulating numbers which are not typical of their general level of performance. Pupils may have difficulties with short-term memory, organisational skills, hand-eye co-ordination and with orientation and directional awareness. Dyslexia, dyspraxia and dyscalculia all fall under SpLD.

### **Moderate Learning Difficulties (MLD)**

MLD is used to describe developmental delay across a number of areas. Pupils with MLD will have attainments below expected levels in most subjects across the curriculum. Pupils will have difficulty in acquiring basic literacy and numeracy skills.

### **Emotional, social and mental health.**

Emotional, social and mental health difficulties cover a continuum of severity and the full range of ability. It describes pupils whose difficulties present a barrier to learning and persist despite an effective school behaviour policy and curriculum.

### **Speech and Language and Communication Needs (SLCN)**

Pupils with SLCN have difficulty in understanding and/or making others understand information conveyed through language. Their acquisition of speech and/or language skills is noticeably behind their peers. Their speech may be poor or unintelligible.

### **Hearing Impairment (HI)**

For educational purposes pupils are regarded as HI if they require either adaptation to their environment and/or support through hearing aids in order to access the curriculum.

### **Visual Impairment (VI)**

For educational purposes pupils are regarded as VI if they require either adaptations to their environment and/or physical support through the provision of visual aids and additional learning support in order to access the curriculum. Pupils whose vision is corrected by spectacles or contact lenses are not included in this group.

### **Physical Difficulty (PHI)**

Some pupils with physical disabilities are mobile; some walk with aids and others may be wheelchair users. Pupils with physical disabilities may also have sensory impairments, neurological problems and learning difficulties.

### **Autistic Spectrum Difficulties (ASD)**

ASD indicates that there are a number of sub-groups within the spectrum of autism. All pupils with ASD share a triad of impairments in their ability to:

- understand and use non-verbal and verbal communication
- understand social behaviour – which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

## **2 Aims**

2.1 The aims of this policy are:

- to ensure that the school complies with the requirements of the SEN Code of Practice 2014, Disability Discrimination Act 1995 and 2005, the Equalities Act 2010, the SEN Regulations and other statutory guidance and are implemented effectively within the school
- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five Every Child Matters outcomes:
  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well-being.

## **3 Objectives of the Governing Body in making provision for pupils with SEN:**

- Do its best to ensure that the necessary provision is made for any pupil who has SEN
- Determine the role of the SENCO in relation to the leadership and management of the school

- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEN
- Make sure that parents are notified of a decision by the school that SEN provision is being made for their child
- Make sure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Make sure that, where the Local Authority (LA) has informed the Headteacher that a pupil has SEN, those needs are made known to all who are likely to teach them
- Ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all SEN and disabled children
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN
- Report to parents on the implementation of the school's SEN and Disability policy
- Consult the LA and Governing Bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area, predominantly through the family of schools.

#### **4 Implementation**

4.1 The school has regard to all the requirements of the SEN Code of Practice (2014). The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

4.2 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

#### **5 Co-ordination of the school's special educational provision**

5.1 All teachers are teachers of SEN.

5.2. The school SENCO, Fran Haywood, is a member of the extended senior leadership team and is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school.

5.3 Dawn Mallon (SEN Manager) and Vicky Oldham (Specialist Assessor and Access Arrangements Manager) assist the SENCO in their duties.

5.4 A list of all teaching and support staff with specific responsibility for areas within SEN can be found on the school website under "who's who."

#### **6 The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school**

##### **6.1 Identification and Assessment**

- Wherever possible the SENCO/SEN Manager attend Year 6 annual reviews of pupils with statements of SEN/EHC plans naming The Joseph Whitaker School as their next school

- SEN staff liaise with partner Primary schools in the summer term to identify and plan to support children with known SEN/disability issues
- Key Stage 2 SATs results are used to identify Year 7 pupils working below expected standard
- Reading testing is carried out early in Year 7, along with Cognitive Ability Tests
- Teaching and support staff identify pupils causing concern who may require additional support through their day-to-day dealings with them
- Parents are encouraged to contact the SENCO/SEN team if they have concerns about the progress of their child.

### **Transition into Year 7**

In the summer term of Year 5 a statutory annual review meeting is held for pupils with a statement of Special Educational Need/EHC plans at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to make use of the Parent Partnership Service to arrange visits to secondary schools to identify the school they wish to consider for their child.

In the September or October of Year 6 we hold an Open Evenings when parents of Year 6 pupils are invited to visit the school. Staff from the Learning Support Team are always available at this evening at The Joseph Whitaker School.

When parents make a request for a school to be named, the Local Authority will write to the school requesting consideration of a place. The Governing Body has a set time in which to consider the request and respond to the LA.

When the revised EHC plan has been issued, with the receiving school named, the SENCO will make arrangements to visit the pupil and staff at the primary school to discuss the needs of the pupil and any issues surrounding transfer. Additional induction visits may be arranged for the pupil to The Joseph Whitaker School prior to the Induction Day for all new Year 7 in July prior to transfer in September.

The SENCO or SEN Manager will attend meetings at the primary school after The Joseph Whitaker School has been named as the school for transfer. This will happen as long as the primary school gives notification of the meeting.

Staff from The Joseph Whitaker School will visit partner primary schools during May/June prior to transfer in September into Year 7 for discussions with staff and pupils.

### **Transition into Post 16**

As from the statutory review meeting in Year 9 for pupils with EHC plans/statements of Special Educational needs, Futures careers staff join the meeting and are involved with the pupils to consider the path for moving on to college, employment or modern apprenticeship. Assistance through meetings with pupils and/or parents continues throughout Key Stage 4 and career action plans are drawn up.

The PSHCE programme delivered to all pupils includes a great deal of support with their transfer into the various options that are available when they leave school.

Within the Works Skills option in Year 10 and 11, arrangements are made for specific visits to Vision West Notts College. Pupils with SEN are offered one to one careers interviews and group sessions where all available options are considered, including apprenticeships and the support systems available at colleges.

### **Transition at Other Times**

For pupils who transfer to or from The Joseph Whitaker School who have an identified SEN, the following assists effective transition:

- transfer of information via school records
- discussions with the relevant school staff, usually the Head of House or the SENCO
- discussion with the parents
- if at all possible, a visit from the pupil prior to joining the school.

## 6.2 SEN Provision

All teachers at The Joseph Whitaker School are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

## 6.3 Numeracy

- The Teaching and Learning SLT lead works with members of the Mathematics Faculty on curriculum development linking the current Schemes of Work with the numeracy framework for less able pupils.

## 6.4 Literacy

- The SENCO, Literacy Manager, Key Stage 3 Faculty Progress Leader for English and the Resource Centre Manager work on whole school initiatives to improve literacy
- Pupils with marked specific learning difficulties are given 1:1 support where possible to ensure a functional reading age no later than the end of Y8 unless there are very exceptional circumstances
- Students who have not met the national standard for reading in their SATs at the end of KS2 may be entered into the Hackney Literacy Programme which aims to boost reading ages. More details can be found at <https://www.hackneyservicesforschools.co.uk/product/lit-programme>.

## 6.5 The role of the Learning Support Assistant (LSA)

The role of the Learning Support Assistants is as follows:

- to work with pupils who have additional special educational needs on the graduated response to SEN
- to develop the pupil's independence so that he/she is less reliant on support staff and can take more responsibility for their own learning
- to support the pupil
- to support the curriculum
- to support the school
- to support the teacher

## 6.6 Provision for sensory and/or physical needs

- Outside agency support from sensory impairment service
- Provision of ICT for help with writing.
- Access to specialist teachers for sensory impairment and/or physical needs
- Medicines management and administration as set out in separate medicines policy.

## 6.7 Provision for communication and interaction difficulties

- Speech and language workshops
- Access to specialist teachers
- Workshops on working with others and social interaction
- 1-1 mentoring around specific issues
- Use of the Student Support Centre at unstructured times to prevent stress

## 6.8 Support for emotional, social and mental health difficulties

- Support at KS3 and KS4

- Outside agency support co-ordinated by the Deputy Head (Safeguarding and CGS), Assistant Head and SENCO, working with Heads of House and the Student Achievement Manager
- Behaviour management workshops
- Mentors
- Counselling, both from internal staff and CASY
- Access to the Student Support Centre.

**6.9 Access arrangements** for examinations are organised by Vicky Oldham (Specialist Assessor and Access Arrangements Manager) in line with strict guidelines laid out by the JCQ. This can include 25% extra time, and/or provision of a reader and /or scribe or use of a computer.

### **7 Procedures used by the school for working with SEN pupils**

7.1 The procedures follow the SEN Code of Practice. The school employs a graduated response through interventions for all identified SEN, through to statements of SEN/EHC plans.

7.2 The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEN provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The School SENCO will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

7.3 Once a pupil is identified as having SEN the additional or different provision is described as classroom intervention. This could be further assessment; additional or different curriculum materials or a different way of teaching and it might sometimes, but not always, be additional adult support. Information about a student is logged on our tracking system Sims, for all teachers to be aware of when planning and delivering lessons.

7.4 If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still unable to access the curriculum the school, with parental agreement, may decide to move to SEND support. This is likely to be for students with more complex needs which require either significant support from the school SEND department or from outside agencies e.g. asking for advice from the LA's external support services or from health or social work professionals.

7.6 Strategies and interventions used are recorded either in a provision map or an individual pupil profile. These are teaching and planning tools. They are working documents for all teaching staff recording key short-term outcomes and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class. The pupil's strengths and successes should underpin the outcomes set and the strategies used. Outcomes will relate to key areas of the student's SEND, including communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success and/or exit criteria will also be included and pupil outcomes will be recorded and reviewed. Parents will have the opportunity to discuss their child's SEN three times a year. Depending on the complexity of their needs this may be either three full reviews or a mixture of a full review, phone call or parents' evening slot with SEN team.

7.7 If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or clarity around the needs of the child are such that a multi-agency approach to assess that need, plan provision and identify resources is needed. Following the new Statutory Assessment where information will be gathered from a variety of sources including parents, teachers, SENCO, social care and health professionals, a decision will be made by a group of people from education, health and social care about whether a child is eligible for an Education, Health and Care Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Further information about this new pathway is available on the Nottinghamshire County Council website:

[www.nottinghamshire.gov.uk/learning/schools/special-educational-needs/](http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs/)

Parents of pupils with a Statement of Special Educational Needs/Education, Health and Care Plan will be invited to at least two meetings a year, including the statutory annual review.

#### **8. Staffing arrangements:**

8.1 Different aspects of special educational needs provision are supported by Learning Support Assistants, specialist teachers and health professionals.

8.2 The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team
- co-ordinating provision for pupils with special educational needs
- overseeing the records on all pupils with SEN
- liaising with parents of pupils with SEN
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, Futures, medical and social services and voluntary bodies

(a) in relation to each of the registered pupils whom the SENCO considers may have SEN, informing a parent of the pupil that this may be the case as soon as is reasonably practicable

(b) in relation to each of the registered pupils who have SEN:

- identifying the pupil's SEN
- co-ordinating the making of SEN provision for the pupil which meets those needs
- monitoring the effectiveness of any SEN provision made for the pupil
- securing relevant services for the pupil where necessary
- ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities

(c) selecting, supervising and training Learning Support Assistants who work with pupils who have SEN

(d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEN

(e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and

(f) preparing and reviewing the information required to be published by the governing body pursuant to the Education (Special Educational Needs)(Information) (England) Regulations 1999, the objectives of the governing body in making provision for SEN , and the SEN needs policy.

8.3 The SENCO/SEN team working specifically with pupils with SEN and/or disabilities:

- have considerable specialist knowledge in the areas of basic literacy and numeracy

- have expertise in working with vulnerable children and those with severe emotional and behavioural difficulties
- provide counselling on a regular basis.

8.4 Differentiated work may be provided where this is appropriate and all members of the SEN team are available to give advice and help where this is requested.

8.5 All staff in the school have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to pupils' provision map and Individual Education Plans.

## **9 Facilities**

- A disabled access survey has been completed of the school
- Wheelchair access is poor as a result of the school being built on different levels, but has improved with the installation of a lift into the new sixth form centre in 2012
- There is a WC available for wheelchair users in the main reception area of the school
- Some ramping has been installed to allow access from the lower school car park into lower school
- A sensory room has been installed into our Student Support Centre, with good wheelchair access
- Many teaching rooms are now carpeted, improving provision for pupils with hearing impairment

## **10 Admission arrangements**

10.1 The Joseph Whitaker School will not discriminate against disabled pupils or prospective pupils on the grounds of disability and will admit them.

The Joseph Whitaker School will not discriminate against a disabled child:

- in the arrangements we make for determining pupil admission to the school
- in the terms on which we offer to admit a disabled child to the school
- by refusing or deliberately omitting to accept an application for admission.

The Joseph Whitaker School will admit pupils with SEN but without a EHC Plan/statement. The Joseph Whitaker School will admit pupils with already identified SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN, but without EHC Plans/statements, will be treated as fairly as all other applicants for admission.

The Joseph Whitaker School will not refuse to admit children in or outside the normal admission round on the basis of their poor behaviour, whether or not such behaviour is identified as a SEN. The Joseph Whitaker School will not refuse to admit a child thought to be potentially disruptive, or to exhibit challenging behaviour, on the grounds that the pupil should first be assessed for SEN.

However, if The Joseph Whitaker School believes that to admit the child would be incompatible with the provision of efficient education for other children, then it will make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the school's arguments.

Where there is disagreement between The Joseph Whitaker School and the LA, the matter may be referred to the Academies SEN Dispute Resolution Service set up by the Department for Education specifically for this purpose. Ultimately, The Joseph Whitaker School may ask the Secretary of State to make a final determination as to whether or not it should be named. Once named in this way The Joseph Whitaker School will admit the child in accordance with the terms of its funding agreement with the Secretary of State.

## **11 Resources allocated to and amongst pupils with SEN**

- Learning Support Assistants allocated to teaching groups across the curriculum as required

- The Bridge Programme: a nurture group for identified pupils in years 7 and 8
- Access to specialist provision within the Student Support Centre
- Reduced number of options at Key Stage 4 to enable additional provision within the Student Support Centre
- Additional option in Key Stage 4 for pupils – Foundation Curriculum
- Purchase and maintenance of specialist software
- Additional resources allocated to the library
- Purchase of specialist equipment for individuals (e.g. computers)
- Deployment of SEN staff in line with EHC Plans/statements
- Homework support in Homework Club
- Reading schemes
- 1:1 literacy and numeracy support
- Small group literacy and numeracy support
- Learning Support Assistant support for short-term intervention
- Learning Support Assistant small group support
- Learning Support Assistant individual support.

Delegated funding is made available to The Joseph Whitaker School from the Local Authority for pupils with additional educational needs and special educational needs. Additional funding is delegated through the family of schools. Additional funding is allocated for those pupils who require hours of support over and above 7.5 hours via the Nottinghamshire system of AFN (additional money devolved to the family of schools which is applied for and moderated across the family of schools).

Pupils with statements of special educational needs/EHC plans are allocated money in the same way pupils with additional educational needs who are not statemented are allocated support. This is dependent on need and appropriate resources.

Funding is allocated for the employment of:

- Specialist Teachers to provide specific teaching of literacy skills
- Learning Support Assistants who support statemented and non-statemented pupils with special educational needs.

Funding for the post of SENCO is allocated from the core budget of the school.

The Joseph Whitaker School also employs a full time Student Achievement Manager who targets pupils requiring support for emotional, social and mental health difficulties.

The SENCO completes the timetabling of support staff from the Learning Support Team.

The caseload for other support staff within the school e.g. mentors, Futures, Educational Psychologist is dealt with by the SENCO in discussion with SLT Line Manager for Learning Support (the Headteacher) and pastoral staff including the Deputy Head (Safeguarding and CGS), Assistant Head and SENCO and the Heads of House.

## **12 How SEN pupils needs are determined and reviewed**

12.1 Identification of particular individual needs of pupils is a collaborative process between school staff, the SENCO, pupil and parents with additional expertise provided as and when appropriate from the school's attached Educational Psychologist, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services

12.2 Needs and provision for pupils with EHC plans are determined by the LA, and are met by resources provided directly by the LA and from school resources

12.3 School individual pupil profiles are reviewed at least twice a year. Statutory reviews of EHC plans take place at least annually or more frequently if the plan so requires. Interim or early reviews of EHC

plans are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

### **13 Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities**

13.1 Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils

13.2 The School SENCO and the SEN team help pupils access the national curriculum by:

- Helping pupils improve their literacy and numeracy skills
- Supporting pupils in lessons
- Offering help with homework at lunchtimes and after school
- Helping staff develop differentiated schemes of work
- Providing staff with alternative and appropriate teaching strategies and approaches
- Making written information, provided in writing for pupils who are not disabled, accessible in a range of different ways for SEN and disabled pupils

### **14 Monitoring, evaluation and review**

14.1 **How the Governing Body evaluates the success of the education, which is provided for SEN children:**

- Reports from the SENCO and/or the SEN Manager
- Reports from the link governor to the Learning Support provision
- SEN policy reviewed on a regular basis

14.2 In addition the governing body will monitor the work of the SENCO through:

- considering Headteacher reports that reflect the activities of the Learning Support provision and any current issues
- considering reports from the SENCO
- having regular discussions between the Learning Support link governor and the SENCO and
- inviting the SENCO to attend meetings at regular intervals to report in person.

### **15 Arrangements made by the Governing Body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Any complaints should in the first instance be directed to the SENCO. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the SENCO he/she has the right to refer the matter to the Headteacher. Should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to the Governing Body by contacting the Chair of Governors, Rupert Corder through the school.

### **16 Arrangements made for In-service training**

- All staff have the opportunity for in-service training throughout each academic year
- Relevant information is disseminated to individual subject areas and individual staff

In-service training:

- Begins at the start of the academic year when Special Educational Needs has a slot of time on the first inset day in September with all school staff
- This is followed up with sessions on the induction programme for new staff to the school and also with trainee teachers
- Information sheets are provided to staff regarding specific learning difficulties

- Information regarding specific learning difficulties is provided to all staff through SIMS
- School inset days are identified prior to the new school year and whole school inset decided upon. This training may include SEN issues
- The Learning Support Team discusses and decides upon its own training plan for the financial year. This includes all members of the Learning Support Team
- Training for specific difficulties such as Autistic Spectrum Disorder have taken place and included advisory staff from the LA
- Courses identified for a range of staff, not just Learning Support staff, are circulated to staff for their consideration
- Information from publishers about materials and resources regarding SEN in a range of subject areas is copied and sent to the relevant school staff
- Staff are invited to a range of training sessions held by the Learning Support Team.

### **17 External Support Services**

- The school brokers support from the LA via termly Springboard meetings. This may include support from the specialist teaching services (learning and cognition difficulties, physical or sensory difficulties or interaction and communication difficulties). The school also uses the services of an educational psychologist for pupils who are demonstrating significant difficulties.
- The SENCO involves other outside agencies including social care, education welfare, sensory impaired service, school nurse, speech and language and occupational therapy, and CAMHS
- The SENCO has regular meetings with these outside agencies.

### **18 The use made of teachers from outside the school**

Pupils with either a hearing, sight or speech impairment have regular access to a specialist teacher to work both with them, the SENCO, the SEN Manager and members of the SEN team.

### **19 The role played by parents of children with SEN**

19.1 The school will ensure that parents and pupils are involved in decisions about what SEN provision should be made. The Joseph Whitaker School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.

19.2 The overriding aim is to have a productive partnership with parents –

- The Learning Support team ensures that parents are kept informed of the work done with their child and copies of individual pupil profiles are sent home
- Parents are encouraged to contact the Learning Support Faculty if there are concerns they wish to discuss
- Parents are invited to contribute to review processes

### **20. Review of the SEN Policy:**

- Policy is reviewed and updated by the Governing Body annually
- Policy is also reviewed and updated in light of any significant national or local changes

### **REFERENCES**

**SEN Code of Practice, DfE, 2014**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



**The Education (Special Educational Needs) (Information) (England) Regulations 1999**

<http://www.opsi.gov.uk/si/si1999/19992506.htm>

**The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008**

[http://www.opsi.gov.uk/si/si2008/uksi\\_20082945\\_en\\_1](http://www.opsi.gov.uk/si/si2008/uksi_20082945_en_1)

This document will be reviewed annually at the end of the academic year.

Adoption by governing body:

Signature 	Date 20.9.18
---	--------------

Headmaster

Signature 	Date 20.9.18
---	--------------

Chair of Governors

Date of next review: September 2019



## **The Joseph Whitaker School**

*A Specialist Sports College & Foundation School*

October 2010