



POLICY FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children and young people with special educational needs at Colchester High School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles underpinning all the work of the school.

Colchester High School is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs (SEN) is at the discretion of the head teacher and may be reviewed. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests. The head teacher will discuss the needs of the individual child with the Head of Learning Support. If the school is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children and young people so that they can access the broad and balanced curriculum to which they are entitled. We welcome children and young people with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives and,
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEND Code of Practice 2014, 6.1)

To achieve this commitment:

- a. We aim to employ the best practice when devising support for SEN.
- b. We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.

- c. Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d. We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the Head of Learning Support and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e. All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f. We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- g. We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.
- h. Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Colchester High School are:

- to recognise that some children and young people have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEND (DfES 2014)* and *the Equality Act 2010*;

- to give every child with SEND the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum.
- The Children and Families Act 2014 places a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

3. Definitions

Definition of SEND [SEND Code of Practice, 2014, p.4]

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or
- b) 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
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught. The Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical disability

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

4. Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the Head of Learning Support and all other members of staff have important day-to-day responsibilities.

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." (SEND COP 2014 6.37)

The Role of SENCo

SEN arrangements are coordinated by the Head of Learning Support whose role includes:

1. overseeing the day to day operation of the school's SEN policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the Senior Leadership Team informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using One Page Profiles and other records;
7. maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN;
8. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with SEN, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and

14. managing the SEN team of teachers and TAs/ LSAs.
15. attending all parents' consultation events

It follows from this that the Head of Learning Support has planned time to administer the school's SEN arrangements.

The Role of the Teachers

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."
(SEND COP 2014, 6.36)

1. identify pupils of concern and liaise with Head of Learning Support;
2. keep notes on SEN pupils in the system;
3. plan work for pupils at an appropriate level;
4. liaise with Head of Learning Support to plan work for pupils on SEN Support level;
5. to review and write One Page Profiles when required (supported by Head of Learning Support);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEN children that they teach; and
8. liaise with the parents of identified pupils.

The Role of the Head Teacher

1. ensure that the Head of Learning Support and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with Head of Learning Support regularly regarding individual children;
3. discuss staff training needs with Head of Learning Support;
4. in discussion with Head of Learning Support arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEND with the school's Cognita Assistant Director of Education.

5. Processes

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and Head of Learning Support will discuss the child's needs and information will be gathered. At a later point further testing may be carried out – this may result in an additional cost to the parents – the results will be recorded and a meeting of all interested parties would be carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

SEN Register

At Colchester High School we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2014.

The Code of Practice states:

“It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date.”

(SEND COP 2014 6.37)

Our SEN register follows the following stages and children may be moved on or off the register at any point.

Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but is currently able to manage their learning within the classroom through group work and differentiated activities. It is imperative that the parents are informed by the class/tutor teacher about concerns at the same time as the Head of Learning Support is informed. The method of identification and provision follows a graduated approach.

With parental permission, a Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the Head of Learning Support who will then discuss it with interested parties and decide on appropriate assessment. The class tutor/teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed to discuss the findings as soon as it is reasonably possible to do so. The aim of formally identifying a pupil with SEN is to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification

of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

All children are entitled to well planned provision which is delivered through teaching of a high quality. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

There will often be times when the teacher alters - or differentiates - their teaching to match the needs of different children in their class. This is often referred to as **High Quality Teaching (HQT)**. It is the first step in responding to pupils who have or may have SEN.

The class teacher continually monitors the progress of the children in their class. Their progress is discussed on a half termly basis with the Head of Lower School and the Head of Senior School. The school also reviews the quality of teaching for all pupils, including those at the risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

There may be times when a child has **Additional Support Intervention (ASI)** and might need a little bit of extra support, for example in reading, making friendships or Maths. The teacher will therefore plan for that child to receive the appropriate support. This is often in the form of something called an intervention programme, which is specially designed to help the child to make the right kind of progress. The teacher and Head of Learning Support will review any progress made after a given time period, changing it if needed, as well as keeping parents and carers updated about any changes that may be needed.

If children don't make the appropriate progress after differentiated teaching and intervention programmes, they may well have **Higher Needs (HN)**. More specialised forms of support are needed to help them and outside agencies may often be involved, such as the Educational Psychology Service. These professionals are involved in assessments to ensure that the school provides the appropriate kind of support. Central to this process are the views of the children concerned as well as their parents or carers. The Head of Learning Support will then write a School Action Plan for the support to be provided.

Referral for an Education, Health and Care Plan

If a child has complex needs 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 a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

An EHC Plan replaces what was previously called a Statement of Educational Needs.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Head of Learning Support
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. It is the responsibility of the Head of Learning Support to collate these records and to maintain the pupil's file.

Procedures relating to the SEN register

6. Records

The SEN provision records are as follows:

- **Records of Concern** are kept by the Head of Learning Support in the Learning Support Department and in the pupil's file. Blank copies can be obtained by applying to the Head of Learning Support or can be accessed on Shared Files.
- **Assessment and progress files** are kept by the Head of Learning Support in the Learning Support Department and in the pupil's file.
- **Initial Parent Contact forms** are kept by the Head of Learning Support and in the pupil's file.
- **A One Page Profile and School Action Plan** are kept by the Head of Learning Support. Copies are kept in the pupil's file. For all years the One Page Profile's are on the school's shared files system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are stored on the shared files in a separate folder titled "Learning Support". It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the Head of Learning Support has made.
- It is the responsibility of the Head of Learning Support to draw the attention of the teachers to the assessments.

- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and One Page Profile.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc. are kept by the Head of Learning Support in the Learning Support Department with copies in the pupil's file.
- **The register of pupils with special educational needs** is on shared files and all records are updated by the Head of Learning Support when appropriate. The Head of Learning Support emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.

These records will be kept in two separate registers: an active register detailing provision for all pupils currently receiving support and an inactive register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the SEN register and it is updated. All staff have access to the current SEN Register on shared files. For every pupil on the register with a current One Page Profile, this is kept on file which may be an electronic or paper copy. One Page Profile's are working documents and used when planning – they are accessible on the school system but remain confidential.

One Page Profile and School Action Plan

A One Page Profile is used to plan the support for a pupil who is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- The views of the pupil should be included
- Pupil's interests in and outside of school
- Important people in the pupils lives

School Action Plans are based on a cycle of planning, intervention and review. Three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;

- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the Head of Learning Support whenever they need to.

7. Other Procedures

Strands of Action to Meet Special Educational Needs

Pupils who are identified as SEN will no longer be categorised by School Action, School Action + or pupils with a Statement. Instead the SEN register will identify pupils as those with SEN Support and an Educational, Health and Care Plan (a statement) and those without.

	HQT Differentiated learning in class. Reasonable adjustments	HQT Differentiation, Some 1:1 & small group support. Largely teacher led.	ASI Differentiation, 1:1 & small group support. Increased aid with SEND advice.	HN Individual help & advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, SATs, in-school whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support School Action Plan (SAP)	Individual or small group tuition to support SAP targets or programme drawn up by the school possibly with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the	Learning support staff in liaison with class/ form teachers and the parents/	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form

	SEN/Learning Support Team as necessary	carers		teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory (VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

* Visual, auditory, reading/writing, kinaesthetic.

8. Curriculum Access for Pupils

Special needs provision is planned monitored and reviewed by the Head of Learning Support who reports to the Head Teacher and the Senior Leadership Team.

The Head of Learning Support and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the Head of Learning Support will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the Head of Learning Support timetabled administrative time to meet with class/subject teachers and for the Head of Learning Support to observe SEN children on a regular basis with the class or subject teacher's agreement.

9. A Graduated Response to Learning Difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Teaching staff should alert the Head of Learning Support if they feel that a child may be in need of intervention in this area. Parents must be contacted before an assessment is made by the therapist who visits the school termly. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognitive and Learning

Specific learning difficulties (SpLD) affect one or more specific aspects of learning which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children with less severe needs who require minimal support with literacy and/or numeracy will have their needs met within the classroom environment with TA support where necessary and differentiated tasks using support resources. Those children with more complex needs may be referred following a history of need and parents may seek an Educational Psychologist's Report. SpLD children may receive small group or one to one provision within the Learning Support department.

Behaviour and SEN

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and /or Physical Needs

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

10. Integration

Children with SEN are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are allowed according to the JCQ regulations.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child and young person into full school life and to develop their self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No SEN documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

11. Testing

Assessment in Primary Schools

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after may include:
 - basic background details about the pupil. This may include a taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children:
 - taster days prior to entry;
 - assessments of the pupil's reading age using a test which provides a standardised score;
 - National Curriculum levels of achievement including optional SATs;
 - informal assessments by the class teacher;

- PIPs – externally moderated – in Y1;
- A single word spelling test;
- Progress in maths tests;
- ACP maths and English tests;
- A test for dyscalculia; and
- LUCID and LASS tests for primary age pupils (see secondary list)

Assessment in Secondary Schools

Assessment	Purpose
LUCID Exact	GCSE Access Arrangements Reading Comprehension Reading Comprehension Speed Spelling Handwriting Speed Typing Speed
LUCID Lass	Visual Memory Auditory/Verbal Memory Phonic Reading Skills Phonological Processing Ability Word and Sentence Reading Spelling Reasoning
WRAT 4	Word Reading Spelling Maths Comprehension
WRAT 3	Word Reading Spelling Maths
WRIT	General Ability
Vernon Word Reading Scale	Word Reading
British Picture Vocabulary Scale	Vocabulary
Hedderly Sentence Completion	Comprehension/ Vocabulary
CTOPP Phonological Processing	GCSE Access Arrangements Processing Speed Short Term and Working Memory
Allcock Handwriting Speed	
T&R Digit Memory	Short Term and Working Memory
G & B Non-Word Memory Test	Phonological Processing and Memory
Rosner TAAS	Phonological Awareness
Turner NWDT	Phonological Awareness
MALT, CAT	Maths, diagnostic and ICT based (for 8 year olds upwards)
Edinburgh Reading	

12. The Sixth Form

The Sixth Form, under Section 41 of the Children and Families Act 2014 have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children or young people and they **must** make reasonable adjustments to prevent them being placed at a substantial disadvantage.

All applicants should have an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the Sixth Form should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.

All teachers are responsible for identifying students with special educational needs and, in collaboration with the Head of Learning Support will ensure that those requiring different or additional support are identified at an early stage. Early identification of students with SEN needs is a priority. The Sixth Form will use appropriate screening and assessment tools, and ascertain student progress.

“The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. “

SEND COP (2014. 6.42)