

Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 Sept 2015
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- Teachers standards 2012
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created in liaison with school Governors, SLT, staff, a selection of parents and stakeholders. It is co-produced in the spirit of current reform in the SEND Code of Practice 0-25 2014. The school SEND information report published on the school website informs this policy.

The Special Educational Needs Co-ordinator (SENCO), Mrs Barbara Jones bjones@icknield.beds.sch.uk, manages the day to day school SEND provision and line manages the Local Authority Hearing Impaired provision. Mrs Jones has completed the National Award for SEN (NASENCo). The school senior leader SEND advocate is Mrs Jacquie Knighton, Deputy Head. The Chair of Governors, Mr Steve Blake, meets regularly with the SENCO and SEND department. Mrs Shaheena Abbas is the officer responsible for managing the provision for Looked after Children.

Rationale

This policy reflects the school ethos.

‘Raising the Achievement of All, and fulfilling the potential of every student through an inclusive approach to learning and teaching where every teacher is a teacher of every child or young person’.

The policy provides a structure for a pupil-centred process that engages students, their family/ carers, school staff, professionals and voluntary sectors in planning for and implementing high quality, needs led provision. The policy aims to ensure that students with SEND learn in a happy, caring and safe environment where they can achieve.

Aims

We aim to:

- Develop an ‘open door’ relationship with students, families and carers by actively seeking their input in decision making.
- Foster a whole school culture of inclusion which values diversity and appreciates difference.

Date of policy: Spring 2016

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- Provide a happy, supportive, caring and safe school environment.
- Promote high aspirations and expectations by focusing on target driven outcomes that allow students with SEND to develop independence and achieve the best life outcomes in adult life
- Develop and value high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Promote a robust identification and management system and implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Provide sound transitional arrangements upon entry and exit from school and at key times of change.
- Co-operate and work with the Local authority to develop and maintain Luton 'Local offer'.

To achieve our aims we will:

- Identify and provide for students who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 0-25 2014.
- Operate a "whole student, whole school" approach to the management and provision of support.
- Provide a SENCO and a designated member of the senior management team who will represent SEND at senior leadership level.
- Provide appropriate support, advice and training to school staff about SEND.
- Use a graduated approach to SEND support , embedded in whole school teaching covering universal, (teacher roles and responsibilities) targeted (LSA deployment and intervention) and specialist provision (SENCO roles and responsibility).
- Work with parents/carers and school staff to understand the SEND code of practice 0-24 and to feel confident to offer opinions and contribute to the processes that supports outcomes for students with SEND.
- Work collaboratively with school staff and stakeholders to disseminate key SEND information.

Success Criteria

- The SEND information report is published on the school website and regularly updated.
- The SENCO carries out everyday responsibilities relating to the management of SEND.
- The SEND department follow SEND statutory procedures and protocols.
- Students with SENDs are identified and monitored and their progress evaluated.
- Members of school staff understand and use written referrals to access additional resources, funding and where appropriate to request Education, Health, Care Plans.
- SEND records are in place and regularly updated.
- Members of school staff understand their responsibilities as outlined in the SEND Code of Practice 0-25.

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- Members of school staff access a Continuing Professional Development (CPD) programme linked to SEND.
- Class teachers provide high quality teaching and are responsible and accountable for the progress and development of all students in their class, including students with SEND.
- Regular reviews of the quality of teaching for all students, including those at risk of underachievement, take place so that high quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Members of school staff understand the graduated process of review and use the Assess, Plan, Do, Review, Cycle to target support.
- Personalised Inclusion passports are produced with students who have SEND or who are vulnerable.
- SEND department staff are efficiently timetabled and deployed.
- Class teachers are responsible for and manage the effective deployment of Learning Support Assistants in their classrooms.
- Advanced planning supports SEND students with transitions at key times in their school career and upon entry and exit to school.
- The school SEND list has clear exit and entry criteria and is reviewed termly.
- Collaborative working with external agencies is in place to, where appropriate, access specialist services and assessment.
- The school contributes to the Local Authority local offer.

Students with medical conditions

The schools medical officer and line manager Mr Forbes, is responsible for managing the provision for students with medical conditions. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Accessibility

Students with SEND have access to appropriate environmental and academic differentiation to support their needs and provide good access and inclusion. The school accessibility plan your governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

Admission arrangements.

If a student is a looked after child (LAC), has a Statement of SEND or an EHC plan the Local Authority will work with the school to support admission arrangements. Students who have SEND will be subject to the same admission procedure as the mainstream cohort. Date of policy: Spring 2016 Date of review: Spring 2019

Complaints procedure.

Should parents/carers have any complaints, the School staff will listen to your concerns and will follow up issues. There is a clear procedure in place. School staff will always be happy to meet with you and help resolve any issues.

Date of policy: Spring 2016

Date of review: Spring 2019

This policy has regard for the school safeguarding and bullying policy

Approved by Governing Body of Icknield High School Nov 2016

Policy Review date: Nov 2017

Governors' Committee: Student Affairs.

SLT staff responsible: Mrs J. Knighton

Statutory Policy: Yes

Date of policy: Spring 2016

Date of review: Spring 2019