



PARMITER'S SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

“Purposeful, friendly ... with an inclusive feel and a sense of both history and progressiveness.”

Headmaster's Welcome on the School's Website

PRINCIPLES

Parmiter's is dedicated to supporting all students so that they reach their potential. It is recognised that all children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence, and that all teaching staff share responsibility for its delivery to all students in their care. Students are encouraged and guided to achieve to the very best of their ability and to involve themselves in the wide range of extra-curricular activities. We intend that all students will:

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

This policy has been written with reference to the:

- Education Act 1996
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 To 25 Years 2015

SPECIAL EDUCATIONAL NEEDS and Disability (SEND)

The SEN Code of Practice identifies 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Impairment

How do we know if a student has special educational needs?

Students who are behind the expected levels in Mathematics and English are not automatically designated as having special educational needs but are provided with the teaching they need to make the progress required.

It is only where a student has significantly greater difficulty in learning or a disability that additional provision will be put in place, parents informed and the student placed on the 'SEND Register'. We recognize that a child's needs can change and this list is regularly reviewed so a child can move on or off this list.

It can include progress in other areas than attainment – for instance where a pupil needs to make additional progress in developing social skills in order to make a successful transition into adult life.

Students with special needs are identified in a number of ways:

- New entrants to the school will often have been identified already, and documentation will have been sent in advance of or shortly after the student's arrival in school.
- Listening to and then investigating parental concerns.
- NFER Cognitive Abilities Tests are taken by all new Year 7 students in September/October. These results are made available to the SENCO, who identifies those students whose results suggest that further investigation is necessary.
- Literacy screening, conducted at the beginning and end of Year 7, assists with the identification of students with specific difficulties in reading, spelling and writing.
- More detailed testing of some students is carried out on an individual basis, as appropriate.
- Subject staff and form tutors refer students to the SENCO highlighting specific concerns.
- Sometimes students will self-refer if they are concerned or anxious about an aspect of their learning.

INVOLVEMENT OF STUDENTS

We believe that it is essential to understand students' views on any difficulties that they may experience with learning.

It is the aim of the Parmiter's School to encourage all students to have high aspirations. It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and achieve their potential. This involves each subject teacher interacting individually with SEND students in their classes, engaging in conversation with them about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- have an understanding of the difficulties they may experience
- celebrate their strengths and achievements
- become independent learners
- be part of the decision making process, participating in their own assessments and reviews, learning to evaluate their own progress
- devise and try out ways to help themselves, suggesting their own personal targets
- share ideas with staff and other students

Students are included in the selection process of new teaching and support members of the department.

PARTNERSHIP WITH PARENTS

We believe that it is very important for parents/carers to be involved in all areas of their child's learning and we listen to parents' views and actively encourage discussions. Parents are informed and consulted on all aspects of their child's school experience. The SEND Department and Pastoral teams endeavours to work in partnership with parents in meeting the educational needs of students with SEND.

Parents will be informed promptly about concerns and invited to contribute to any discussion, assessment and planning of intervention. They will be provided with information as to the nature of their child's difficulties and what can be done effectively at home and at school to improve things. Parents will be encouraged to participate in a positive and practical way in their child's progress.

Parents will be encouraged to foster in their children both self-esteem and responsibility for their own learning. Parents will have opportunities to discuss any concerns with teaching staff at Consultation Evenings, including Curriculum Support staff when appropriate.

Parents who have questions or concerns about their child, are encouraged to contact their child's Form Tutor in the first instance, or, if the student is already receiving additional intervention, the SENCO, Deputy SENCO, or one of our SEN lead teachers.

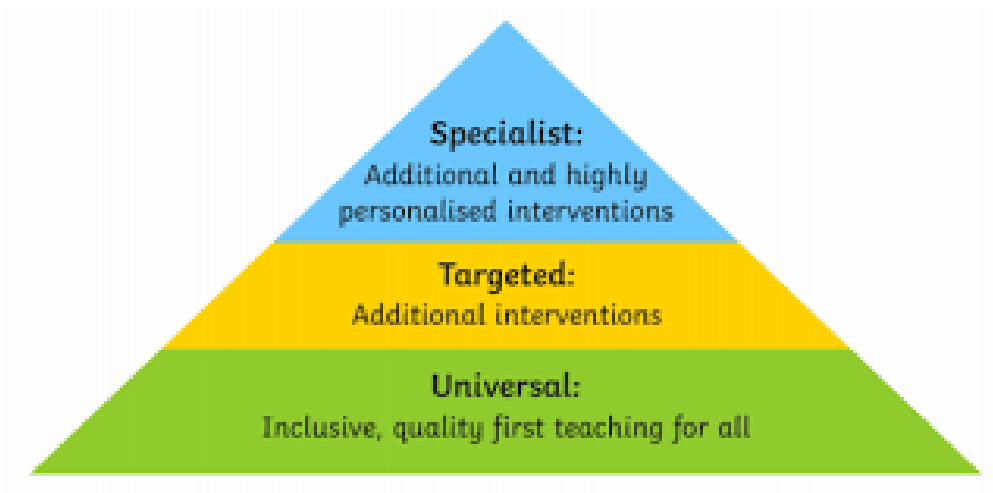
Focus groups are held to ensure we listen to parents' concerns and seek parental contribution to our policy and practice.

An Annual Review meeting is organised for the parents/carers of students with an EHC plan. This is an opportunity to discuss progress towards outcomes and any changes to provision. Parents/carers may wish to seek independent advice and guidance via SENDIASS.

PROVISION

There are several systems in place to ensure that our students with SEND are supported to achieve. At Parmiter's School we have a three tiered approach to supporting students to overcome barriers to learning:

1. Quality First Teaching
2. Group Interventions
3. Individual, personalised programmes of support



1. Quality First Teaching

Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

Communication of Information

In order to best meet the needs of students with SEND, teachers are provided with detailed student information. They can readily access this information, and also reports written by external professionals, on the school's data system (SIMS). Our SEND Provision Map provides an overview of academic, pastoral and SEND provision and intervention. In addition, a student profile is written for students with high level needs, detailing areas of strength as well as highlighting weaknesses and appropriate strategies for support.

Staff Training

The SENCo and other SEND Staff liaise closely with subject teachers to ensure that students with SEND have good access to learning in lessons across the curriculum.

Ongoing training is provided for all staff, ensuring that we continue to build skills and knowledge in meeting the needs of those with general and specific learning difficulties.

The SENCo meets with all new teaching staff, ensuring that they understand statutory obligations to take responsibility for the progress of students with SEND in their lessons. They are also introduced to our systems and SEND staff and given guidance on how to access available information.

Advice and training is ongoing and available for teachers from external advisors and specialist teachers.

In-class Support

We have a team of 12 Teaching Assistants who work closely with teachers in lessons. These Teaching Assistants know the students well and are able to support the teacher in making modifications to the curriculum. They are an invaluable resource in supporting students to overcome barriers to learning, to meet their progress targets and to be able to develop independent learning skills.

Sixth formers can also opt to be timetabled to offer learning support in a particular lesson throughout the year.

2. Group Interventions

Some students may need additional support to maintain progress. This may be a short or longer term intervention:

- Small group teaching with a specialist teacher and/or teaching assistant focusing on developing literacy including reading comprehension skills and writing for different style
- Social support groups: lunchtime 'Chit Chat Club' is a weekly support group for students who are on the autistic spectrum. Social Club is a weekly support group to develop social communication and interactional skills
- Mindfulness lunchtime support aids students with self-regulating their emotions and provides a moment of calm.
- Homework club – 1 evening per week in Curriculum Support. This provides additional opportunity for students to access extra help
- Sixth form Literacy and Numeracy support for year 7 students where they are paired with a Sixth Form student.

3. Personalised Programmes of Support

Some students may have significant needs that require specific personalised programme of intervention. This will be overseen by the SENCo or Learning Support teacher. This programme may incorporate any of the above group interventions but also may involve specialist 1:1 teaching, additional targeted intervention from a Teaching Assistant and/or support from external agencies.

Some students may have an adapted curriculum, particularly during Key Stages 4 and 5, so that they are able to work towards achieving their own personal goals for their future.

Further Support

When necessary advice will be sought from external advisors and professionals concerning appropriate next steps. Professionals' reports are circulated to teaching and support staff and advice and suggested strategies implemented.

These external services include:

- The Educational Psychologist
- Chessbrook Outreach Behavioural Support team (Counselling Services)
- Advisory Teachers for Visual or Hearing Impairment from the Low Incidence Team
- Specialist Teacher from the Communication and Autism team.
- Speech and Language Therapy Service (SALT)
- Child and Mental Health Services (CAMHS)
- Services for Young People (offering Careers advice and planning for the future)

MONITORING AND EVALUATION

Student progress is assessed both in terms of regular learning within the class and with regard to specific targeted interventions, following the graduated response as illustrated below:



STATUTORY ASSESSMENT

An external agency or the school, may recommend application for an EHC Needs Assessment due to the severity of the student's need and the impact on the student's education

At this stage, if the school is in agreement that they are unable to meet student needs via our school support structures, information is gathered to assist the LEA in establishing whether a advice from parents, and from other agencies who have been involved with the student.

If an EHC plan is issued, it will state a student's strengths and areas of need. It will also specify desired outcomes for the student; steps and provision required to ensure that those outcomes are achieved within a given time frame.

Review meetings are held annually with parents, school staff and external professional to review progress and set new outcomes for the coming year. Students will be invited to attend part of the meeting, if appropriate.

ACCESS ARRANGEMENTS

As students are assessed throughout Key Stage 3, appropriate access arrangements are put in place for students so that they are best able to show their learning in school assessments and examinations.

Year 9 students with a known need, or who are of significant concern, are assessed by a specialist assessor and evidence to substantiate need is collated from the student's class teachers. Access arrangements are applied for to the Joint Council for Qualifications (JCQ) and agreed access arrangements are supported, for internal and external assessments and examinations, in line with guidance and policy from JCQ.

VISUAL ACCESS CENTRE

This is the centre of specialist equipment and resources that supports the needs of those students with visual impairment or who are registered blind. A team of Teaching Assistants prepares text based resources in Braille or large print and prepares diagrams in a tactile format. This team is supported by the Visual Impairment Advisory Teacher from Hertfordshire's SEND Specialist Advice and Support.

SPECIAL FACILITIES

The school has an Accessibility Policy which includes information on ensuring the physical environment is adapted to meet the needs of students, staff and visitors. A copy of the Policy can be obtained from the School Office on request.

INCLUSION

As an inclusive school, we are committed to providing equal opportunities for all students. School clubs, educational visits and residential trips are available to all students. When necessary the school will make reasonable adjustments to ensure that all students with SEND are included in all activities.

TRANSITION

Support is provided for students at each point of transition:

1. *From Primary School into Year 7*

We liaise closely with feeder primary schools. The SEND teacher in charge of transition communicates with the SENCOs of the primary schools where students have a known SEND. The SENCO, Deputy SENCO or SEN teachers endeavour to attend EHC plan reviews of Year 6 students. Reports are carefully read and student profiles completed and circulated to all the students' teachers.

Some students, particularly those who have an EHCP are invited to attend an additional induction day where they can meet key staff, talk to older students, become more familiar with the school site and have their own concerns and questions answered.

2. *Year 9 transition to Key Stage 4*

Advice about option choices is available and students' choices are carefully monitored to ensure that choices are appropriate.

All Year 9 students with an EHC plan will access Careers advice from to ensure that students are encouraged to begin to carefully consider their future plans and to ensure that their choices are in line with those plans.

3. *Year 11 transition to Work, College or Sixth Form*

Review meetings of EHC plans are either set in the Autumn term or early Spring.

Students are encouraged to attend College Open days, attend Careers events and talk to the school's Careers Advisor.

All Year 11 students with an EHC plan will access Careers advice from a personal advisor. Other vulnerable or high needs students may also be referred for advice and support as they consider their future plans.

Some students are recommended to attend relevant open days at colleges and universities.

4. ***Sixth Form Leavers***

All Sixth Form students benefit from extensive support and advice from the Sixth Form staff Team, Careers advisor and visiting speakers. In addition, students with an EHC plan will continue to see their personal advisor.

As students move to employment and Higher Education, the Curriculum Support department will provide information and reports to their next placement as requested.

RESOURCES

The Curriculum Support department receives an annual departmental allowance to cover the cost of materials, books and apparatus. It is the responsibility of subject departments to allocate sufficient resources to SEND within their own subject areas. Funding from the LEA is currently based on a formula which takes into account:

- the number of students on roll
- the prior attainment of students at the school
- the number of students receiving free school meals and Pupil Premium
- the number of Looked After Children on Roll

This funding is to be used to support all students with SEND, whether or not they have a statement.

School receives funding for students with an EHC plan via a banding system according to need, alternatively parents/carers may choose to request a personal budget via the LEA. If support is required over and above the normal expectations of school provision, the school will be responsible for applying for High Needs Funding and is then responsible for ensuring that this funding is used to the benefit of the individual concerned.

COMPLAINTS PROCEDURES

Students or parents with complaints concerning SEND provision in the School are encouraged first to approach the SENCO. If the difficulty persists, then the Assistant Headteacher with responsibility for SEND should be contacted. In cases of extreme difficulty, the Headmaster will be consulted.

POLICY IMPLEMENTATION AND REVIEW

Implementation of the Special Needs Policy is the responsibility of the whole teaching and support staff, with the help and oversight of the SENCo.

Reports will be compiled periodically, and submitted to staff, Senior Leadership Team and the Governing Body, along with recommended amendments to policy.

APPENDIX: CURRICULUM SUPPORT STAFFING

The SENCo is supported by a Deputy SENCo and our SEN lead teachers who take a responsibility for overseeing the provision for our SEND students at all key stages. In addition, we have a lead TA for ASD (Autistic Spectrum Disorder) and a lead TA for VI (Visually Impaired). There are 12 Teaching Assistants who make up the TA team and represent a breadth of experience in supporting students with a range of special educational needs.

An SEND administrator supports the work of the Curriculum Support department.