# PARMITER'S SCHOOL

## Special Educational Needs and Disabilities (SEND) Policy

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### 1. Aims & Objectives

Our Special Educational Needs and Disabilities (SEND) Policy aims to:

- Ensure we fully implement national legislation and guidance regarding students with SEND
- Set out how we will:
    - Support and make provision for students with special educational needs and disabilities.
    - Provide students with SEND access to all aspects of school life so they can engage. in the activities of the school alongside students who do not have SEND.
    - Help students with SEND fulfil their aspirations and achieve their best.
    - Help students with SEND become confident individuals living fulfilling lives.
    - Help students with SEND make a successful transition into adulthood.
    - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student.
- Make sure the SEND policy is understood and implemented consistently by all staff.



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B Hughes / K Crawley

## 2. Vision & Values

Through our values of community, aspiration and opportunity, we aim to enable every individual to grow and flourish.

Parmiter's School 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 adapted, which demonstrates progression and coherence, and that all teaching staff share responsibility for its delivery to 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 available. Through the delivery of our curriculum and our students' wider school experience, we aim to:

- Enable every student the opportunity to progress.
- Broaden and nurture all students' interests and aspirations.
- Develop all students' sense of self and community.

This policy sets out how we will support and make provision for students with special educational needs and disabilities in order to achieve the aims outlined above.

## 3. Legislation and Guidance

This policy is based upon the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and Working Together to Improve School Attendance.

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Academy Trust Governance Guide which sets out the responsibilities of the Academy Governance for students with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

## 4. Inclusion and Equal Opportunities

At Parmiter's School we strive to create an inclusive school environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 Areas of Need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

| Area of Need | Details of Need |
|---|---|
| Communication and interaction | Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.<br><br>Students who are on the autism spectrum often have needs that fall in this category. |

| | |
|---|---|
| Cognition and learning | Students with learning difficulties usually learn at a slower pace than their peers.<br>● A wide range of needs are grouped in this area, including:<br>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>● Moderate learning difficulties<br>● Severe learning difficulties<br>● Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:<br>● Mental health difficulties such as anxiety, depression or an eating disorder<br>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>● Suffered adverse childhood experiences<br><br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>● A physical impairment<br><br>These students may need ongoing additional support and equipment to access all the opportunities available to their peers. Please see our Supporting Students with Medical Conditions Policy for further information. |

## 6. Roles & Responsibilities

### 6.1 The SENCO

The SENCO will:

- Work collaboratively with parents/carers when SEN needs are shared with the school and/or inform parents/carers that their child may have additional needs as they become apparent.
- Work with the Headteacher and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support, adaptive teaching & learning strategies, and differentiated teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Liaise with the previous school when a student moves to Parmiter's to ensure that we are best informed of the student's individual needs.
- Work with the Headteacher and Senior Leadership Team to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate.
- With the Headteacher and Senior Leadership Team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy.

**6.2 The Academy Governance**

The Academy governance is responsible for ensuring that the following duties are carried out by the school:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.

- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND Policy, in an SEN Information Report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's Accessibility Plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of students with SEND.
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice.

**6.3 The SEND Link Governor**

The SEND Link Governor will:

- Help to raise awareness of SEND issues at Full Governing Body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Full Governing Body on this.
- Support the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

**6.4 The Headteacher**

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEND Policy and provision within the school.
- Work with the SENCO and Academy Governance to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO, Senior Leadership team and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### 6.5 Teaching Staff

All teaching staff are responsible for:

- Planning and providing high-quality teaching that uses adaptive teaching & learning strategies and is differentiated to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the student and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the student.

### 6.6 Parents & Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register or the school's additional needs list will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given regular updates on the student's progress.
- The school will take into account the views of the parents or carers in any decisions made about the student.

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. The SEND Department and Pastoral teams endeavour to work in partnership with parents in meeting the educational needs of students with SEND.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the subject teacher or form tutor, when they feel concerned or have information they feel they would like to share that could impact on their child's success. Parents are encouraged to foster in their children both self-esteem and responsibility for their own learning.

### 6.7 Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. Students with an EHC Plan will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

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. 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.

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.

## 7. The SEND Information Report and Inclusion Strategy

The school publishes a SEND Information Report and Inclusion Strategy on our website, which sets out how this policy is implemented in the school. The SEND Information Report and Inclusion Strategy also outlines how the school allocates our Inclusive Mainstream Funding (IMF) in order to best meet the needs of our students.

The SEN Information Report and Inclusion Strategy will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our Approach to SEND Support

### 8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will follow the school's SEN referral process for the SENCO to consider whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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/carers informed and the student placed on the 'SEND Register'. We recognise that a child's needs can change and this list is regularly reviewed so a child can move on or off this list. Inclusion on the SEND Register can include progress in other areas than attainment – for instance where a student needs to make additional progress in developing social skills in order to make a successful transition into adult life.

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

- Some new entrants to the school will have been identified through transition documents and processes.
- Listening to and then investigating parental and student concerns.
- Cognitive Abilities Tests are taken by all new Year 7 students in September/October. These results are made available to the SEND Team who identify those students whose results suggest that further support and/or investigation is necessary.
- Literacy screening, conducted at the beginning of Year 7, assists with the identification of students with specific difficulties in reading, spelling and writing.

- Through Year 9 Exact screening which helps to identify students who would be entitled to exam access arrangements.
- More detailed testing of some students is carried out on an individual basis, as appropriate, which can include liaison with external professionals and lesson observations.
- Teaching staff referral as outlined above.
- Whole school tracking, where attainment outcomes indicate a lower than expected rate of progress.
- Students self-referral if they are concerned or anxious about an aspect of their learning.

If parents/carers have concerns relating to their child's learning or inclusion, they should initially discuss these with their child's subject teacher, form tutor or Head of Year. This applies to a student's own concerns as well. This may then result in a referral to the school's Curriculum Support Team.

**8.2 Consulting and Involving Students and Parents/Carers**
The school will put the student and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account any concerns the parents/carers have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents/carers if it is decided that a student will receive special educational provision.

**8.3 The Graduated Approach**
All teaching staff work towards **Quality First Teaching** and high aspirations for all. **High quality and adaptive teaching** delivered by mainstream subject teachers **will best meet the learning needs of all students**. Provision is made in each lesson for meeting the diverse needs of all learners and their achievement levels. This includes universal/ordinarily available provision and reasonable adjustments to ensure progress for every student in the classroom.

For a small number of students, including those with SEND, individualised, targeted interventions may be necessary. We offer some small group teaching, for a very small number of identified students. We provide support for external examinations, in line with guidance and policy from the Joint Council of Qualifications (JCQ) in the case of significant learning difficulties that have a long term adverse effect on performance and speed of working.

A few children may have significant and persistent learning difficulties and/or medical needs despite being given access to appropriate universal and targeted learning opportunities and support. Specialist support is therefore the most intensive, individualised support for students with complex

needs. When external specialists/professionals become involved, they will provide additional support to further develop what is already available at the universal and targeted level alongside individualised support advice and guidance.

To ensure a high level of staff expertise to meet student need, on-going and well-targeted continuing professional development and training opportunities are sought and provided both school-based and externally for staff. This is to ensure staff:

- Continue to build their skills and knowledge base, enabling them to meet the needs of those with general and specific learning difficulties.
- Have an up-to-date knowledge of SEND issues, current legislation and general awareness.

Year 9 students with an identified learning need or who have been identified by teaching staff as requiring significant additional support in class are assessed by a school-approved specialist assessor. Access arrangements for GCSE and A-Level examinations are agreed and applied for in accordance with the guidelines published by the Joint Council for Qualifications (JCQ). These guidelines are subject to change and updated annually. Any agreed Access Arrangements are subject to change depending on the changing needs of the student.

**School-Based SEN provision**

Students receiving SEN provision (deemed as additional to or different from their peers) will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these students will be marked with the code K and the student will be logged on our additional needs list.

**Education, Health and Care (EHC) Plan**

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and in a small number of cases, from additional funding distributed by the local authority (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

**8.4 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach for identified students.
- Using student questionnaires.
- Monitoring by the SENCO.

- Holding annual reviews for students with EHC plans.
- Getting feedback from the student and their parents/carers.

The school will communicate regarding a student's progress on a regular basis in accordance with the school's reporting schedule. This may be through Consultation Evenings, normal reporting procedures, information sessions, contact with Form Tutors, subject teachers, pastoral leaders and/or the SEND department. Should there be a significant concern outside of these arrangements, school staff will contact parents/carers as necessary.

If a student has an EHCP, parents/carers will be invited to an Annual Review meeting each year to discuss and review their child's progress towards the outcomes in Section E of their plan.

## 9. Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our Attendance Policy and Supporting Students with Medical Conditions Policy.

## 10. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our Child Protection & Safeguarding Policy.

## 11. Monitoring Arrangements

This policy will be reviewed by the Senior Leadership Team and the SENCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Any updates or amendments to this policy will be approved by the Academy Governance.

## 12. Complaints About SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Further details of the school's formal complaints procedures are available on the website.

## 13. Links with Other Policies and Documents

This policy links to the following documents

- SEN information report
- The Hertfordshire Local Offer
- Accessibility Plan
- Supporting Students with Medical Conditions Policy
- Equality Policy and Objectives
- Attendance Policy
- Child Protection & Safeguarding Policy
- Complaints Policy.