

**Plymouth Studio School**  
**Policy for the inclusion of Students with Special Education Needs**

<b>Approved by FGM</b>	05 December 2017
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**PART 1: Introduction**

**1.1 Philosophy**

All members of staff, in conjunction with the authorities (Governing Body and LA), have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

**Headlines from the 2014 Code of Practice From September 2014**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

**1.2 IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

There are four broad categories of SEND:

- communication and interaction;
- cognition and learning;

- social, emotional and mental health;
- physical and sensory.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Plymouth Studio School we identify the needs of students by considering the needs of the whole student which will include not just the special educational needs of the student.

Special Educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to a differentiated programme. Parents/carers and staff will be informed that the student has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy;
- Presenting persistent social, emotional or mental health difficulties, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

**Identifying behaviour as a need is no longer an acceptable way of describing SEND; the BESD (Behaviour, Emotional and Social Difficulties) category no longer exists and has been replaced by SEMH (Social, Emotional and Mental Health). Any concerns relating to a student's behaviour should be described as an underlying response to a need.**

**1.2 Curriculum Support [Provision] is achieved by:**

1. Identifying and assessing an individual student's needs.
2. Reporting a student's needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account:
  - National Curriculum and examination syllabuses;
  - Continuity and progression:
  - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account:
  - Suitable teaching materials;
  - Effective, differentiated teaching strategies;
  - A supportive learning environment;
  - Encouraging a positive self-image.
5. Providing learning support through:

- Curriculum development;
  - Support teaching;
  - Bespoke training;
  - INSET.
6. Using outside agencies where necessary and appropriate.
  7. Monitoring individual progress and making revisions where necessary.
  8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
  9. Encouraging a student with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
  10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

## **PART 2: Structural Arrangements**

### **2.1 Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **Governing Body:**

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of children with SEND;
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND;
- Monitoring the policy through the school's self-review procedures;
- All governors are informed of the school's provision, including funding, equipment and staffing;
- Reporting annually to parents/carers on the school's policy through the website.

#### **The Principal:**

- Setting objectives and priorities in the school development plan, which includes SEND;
- Setting a budget for supporting children within the school's overall financial resources;
- Informing the Governing body.

#### **SEN Coordinator:**

- Disseminating information and raising awareness of SEND issues throughout the school;
- Is responsible to the Principal for the management of SEND provision and the day-to-day operation of the policy;
- Managing and developing the roles of Learning Coaches, through training and Performance Management;
- Screening and identifying children;
- Co-ordinating provision for children;
- Supporting the teaching and learning of children with SEND;
- Keeping accurate records of all children with SEND;
- Drawing up, reviewing and monitoring SEN Support Plans for those with SEND and others, as required;
- Monitoring departmental delivery of the SEND Policy;
- Involved in the recruitment process and the deployment of the School's Learning Support Team, which includes Learning Support Assistants;
- Being responsible for the whole-school SEND resources and sharing with the Principal responsibility for the allocation of funding devolved directly from the LA;
- Liaising with parents/carers of children with SEND;

- Liaising with and advising fellow teachers and support staff;
- Liaising with schools and specialist settings;
- Liaising with other SENCOs, both locally and nationally;
- Liaising with outside agencies;
- Contributing to in-service training and external training (as appropriate);
- Preparing the SEND report for the Governors.

**Subject Leaders:**

- Contribute to the EHC plans according to the school's SEND Policy as appropriate;
- Ensuring appropriate curriculum provision and delivery clearly stated in schemes of work;
- Ensuring appropriate teaching resources for children with SEND are purchased from school capitation.

**Teachers:**

**“All teachers are teachers of special needs.”**

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with SENCO/ASENCO where needed;
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the children in their classes;
- Ensuring SEN Support Plans are considered in lessons;
- Monitoring progress of children with SEND against agreed targets and objectives;
- Being fully aware of the school's procedures for SEND;
- Raising individual concerns to SENCO.

**Learning Support Assistant:**

- Support children with SEND and the wider school population;
- Plan and deliver individualised programmes where appropriate;
- Monitor progress against targets using SEN Support Plans;
- Assist with drawing up individual plans for children as required;
- Contribute to the review process, either in person or with a written report;
- Work with small groups in or out of the classroom, under the direction of the class teacher;
- Support children on Educational Visits, as required;

- Jointly plan with teachers, where appropriate;
- Raise awareness of SEND issues at school meetings/briefings/with teachers;
- Attend meetings as required.

### **2.3 Admission Arrangements**

Admission arrangements are outlined on the school website.

### **2.4 Inclusion**

At Plymouth Studio School, all children irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure. Children with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual children are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

### **2.5 Complaints Procedures**

Initially, all complaints from parents/carers or carers about their student's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the school's website should be followed.

### **2.6 Monitoring and Evaluation of this Policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of children and parents/carers, particularly at meetings;
- Recorded views by teachers;
- Measurable or observable gains, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and test results;
- Evidence of planning and targeted expenditure for SEND;
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies;
- Feedback from teachers, outside agencies;
- Number of complaints received;
- The SENCO produces an annual report which is included in the Governor's annual report to parents/carers.

## **PART 3: Identification, Assessment and Provision**

### **3.1 Identification**

The school uses the graduated response as outlined in The Code of Practice (2014) and children are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching .

- Teachers are responsible and accountable for the progress and development of the children in their classes, including where children access support from Learning Coaches or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to children who may/may not have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- In deciding who should be on the SEND register, we follow the ASSESS-PLAN-DO- REVIEW cycle; to help with this process a variety of screening procedures are used, which are then disseminated to teaching staff. When a referral is made, the SENCO and nominating teacher consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This should include high-quality and accurate formative assessment using effective tools and early assessment materials. For a higher level of need, the SENCO will draw on external agencies and professionals.
- Parents/carers and children are involved in the assessment process.
- The academy regularly reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

#### **New Intake Students**

##### **a) Initial Screening**

- KS3 tests
- Reading, spelling, tests
- Individual Diagnostic Assessments as and when needed.

This information is made available to members of staff.

##### **b) Staff Observation**

- Members of staff consult with the SENCO if they notice children who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.



### c) Referrals by Parents/carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

## **3.2 Provision**

Teaching children with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests. The majority of children at Plymouth Studio School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for children identified as having SEND. A level and type of support is provided to enable the student to progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

### **Graduated Response**

*Wave 1 – Quality First Teaching.*

Wave 2 - Is initiated where children have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low numeracy / literacy scores;
- Level 3 or below in Key Stage 2 SATs;
- Teachers' observations;
- Primary Teachers' comments;
- Concerns from staff or parents/carers.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes, e.g. for Literacy and Numeracy;
- Smaller group sessions;
- One-to-one sessions;
- Appropriate teaching groups in class;
- Numeracy, Literacy booster classes, where appropriate.
- Additional staff training.

### **b) Wave 3**

Where a student fails to make adequate progress, despite additional provision at Wave 2, the school

seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments;
- Give advice on teaching strategies or materials;
- Provide short-term support or training for staff.

The Individual Education Plan is revised and new strategies are put in place following the involvement of the student and parents/carers. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

#### c) Statutory Assessment / EHC Plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating children with statements/EHC Plans a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Coaches are fully involved.

### **3.3 SEN Individual Education Plans and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for children with EHC plans are recorded in the SEN Individual Education Plan reflecting provision that is additional to, or different from, normal differentiated provision. Not all children with SEND have an Individual Education Plan; their progress is closely monitored and support identified through Provision Maps.

Contents of the Individual Education Plan include:

- Background information re area of need(s);
- Individual Education Plan Targets;
- Access Arrangement information;
- Teaching strategies to be used;
- Additional provision to be put in place;
- Along with data referring to attainment and specific needs.

The Individual Education Plan is communicated to all staff who support the student's learning, and to the parents/carers and the student.

Individual Education Plans are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet including:

- Outlining the steps they have taken to help a student achieve their targets;

- Current assessment information;
- Observations;
- How well the targets have been achieved;
- Future concerns / targets.

### **3.4 Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by the academy through termly assessments, progress meetings, screening tests (where appropriate).

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and in conjunction with SEN statements, the provision for children with SEND is regularly reviewed and revised.

It is the responsibility of teachers to ensure that the requirements of the Curriculum are met for those children with SEND in partnership with the SENCO.

### **3.6 Provision of Curriculum Support**

The SENCO can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual subject leaders;
- Selection/ design and preparation of suitable materials;
- Selection/ design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Support in the planning of appropriate programmes of work;
- Support in the preparation of relevant and differentiated materials;
- Team and individual teaching;
- Helping to facilitate a wide range of teaching and learning styles;
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some children with special educational needs may be withdrawn for one-to-one or small group sessions or to use technological support; the withdrawal of children is kept to an absolute minimum, in accordance with Plymouth Studio School's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQTs and other new staff at the school on the Code of Practice procedures at Plymouth Studio School.
- Teachers can ask for INSET from the SENCO as required, for specific purposes or generic training.

- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

### **3.7 Allocation of Resources**

The school is funded to meet the needs of all their children through its core budget but is additionally funded to support provision for SEND through:

- Delegated and designated budgets such as the SEND notional budget;
- High-needs funding for specific children to meet their assessed needs;
- Also, in some part, the Pupil Premium;
- The SENCO is allocated a departmental capitation each financial year;
- Individual departments are responsible, through their own class capitation allowances, for identifying subject specific materials or resources for children with additional needs.

## **PART 4: Partnership**

### **4.1 In school**

- The SENCO liaises closely with the Senior Leadership Team, and Subject Leaders. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

### **4.2 Parents/carers**

Plymouth Studio School actively seeks to work with parents/carers and values the contributions they make:

- Parental views are recorded as part of the Annual Review procedures;
- Parents/carers are actively encouraged to help their student in many ways, for example: hearing their student read and learning spellings;
- Parents/carers are encouraged to attend Parents'/carers' Evenings where their student's progress is discussed with their teacher;
- Effective communication is achieved through regular contact with home either through letters, telephone calls, or (where appropriate) a Home-School Book;
- New parents/carers can attend the Open Evening in the winter term prior to transfer., and can also make an appointment to meet with the SENCO;
- The school produces a SEN Information Report on the website and information regarding the Local Authority local offer is available through [www.devonsendpathfinder.info/local-offer](http://www.devonsendpathfinder.info/local-offer)

### **4.3 Students**

Plymouth Studio School acknowledges the student's role as a partner in his/her own education:

- Children are actively encouraged to be involved in decision-making by attending all Reviews and to be involved with negotiating and evaluating their targets;
- Children's views are recorded as part of the Review process and their views are valued and listened to.

### **4.4 External Support**

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by the academy include (this is not an exhaustive list):

- The Educational Psychologist;
- The Student and Mental Health Service (CAMHS);
- The School Nurse;
- The Educational Welfare Officer;
- Ethnic Minority Service;

- Speech and Language Service;
- Occupational Therapy;
- Physiotherapy;
- The Parent Partnership;
- The Communication Interaction Team

#### **4.5 Between Schools**

The SENCO liaises with other SENCOs:

- From local schools to discuss local and national SEND issues;
- At 'SENCO-network' meetings;
- On the transfer of a student with SEND;
- Through the national DfE hosted 'SENCO-forum' mailing system.

#### **4.6 Transfer Arrangements**

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all children with SEND and vulnerability factors. The records of children who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to the new placement.

This policy will be reviewed annually in accordance with the Plymouth Studio School Policy review Schedule.