

Clacton County High School



Special Educational Needs & Disabilities Policy

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Higher Expectations, Raising Aspirations

CONTENTS

Introduction	2
Aims	2
A Child has Learning Difficulties if:	3
SEN Categories:	
Wave One	3
Wave Two	4
Wave Three	4
What Support Does the School have on Offer?	5
How Can Parents Help?	6
Inclusion of Students with English as an Additional Language	6
Medical Needs	7
Disability Access (DDA)	7
Accessibility around the School – see Accessibility Plan	8
Contacts	8

Special Educational Needs & Disabilities Policy

Introduction

This SEND policy details how staff and governors at Clacton County High School will ensure that the necessary provision is made for any student who has special educational needs or a disability. These needs are made known to all who teach them through identification, inclusion and adaptation, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of other students.

The staff and governors of CCHS will endeavour to ensure that all SEND students reach their full potential, are fully included within the School Community and are able to make successful transfers between educational establishments. All teachers are teachers of SEND students.

Meeting the needs of SEND students requires partnership working between all those involved - Local Authority, school, parents/carers, students, children's services and all other agencies.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners, including:

ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
OTH	Other Difficulty/Disability
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SLCN	Speech, Language and Communication Difficulty
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

We value the abilities and achievements of all our students, and are committed to providing, for each of them, the best possible environment for learning.

Aims

The SEND aims of the School are:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.

- To ensure the identification of all students requiring SEN provision as early as possible in their school career.
- To ensure that SEN students take as full a part as possible in all school activities.
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment.
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure that partnerships with external agencies exist where necessary, to meet the needs of the student.

We recognise that many students will have additional needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them, by parents, teachers and students working together.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that prevents or hinders the child from making use of educational facilities, of a kind provided for children of the same age in other schools within the Local Authority.

SEN Categories

All students who are judged to have SEN are classified into 3 categories. With the SEN Reform Act of 2014, the naming of these categories has altered slightly.

1. **WAVE ONE Intervention (previously School Action)** – the focus is on High Quality Teaching, whereby each teacher is responsible for providing all students with a learning need, a fully inclusive and differentiated lesson dependent on their specific requirements.

A student is at Wave One when they are identified as needing provision additional to, or different from, that provided as part of normal class activities. The triggers for Wave One and for additional intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress, even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques employed by the School;

- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;
 - Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
2. **WAVE TWO Intervention (previously School Action Plus)** – this involves external agencies where available, e.g. specialist teachers, mental health services, school nurse, or behaviour support etc.

The triggers for Wave Two intervention could be that despite receiving support under Wave One the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of young people of a similar age;
- Continues to have difficulty developing literacy and numeracy skills;
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

In exceptional cases, a child may move straight to Wave Two.

3. **WAVE THREE (EHCP) Intervention (previously Statemented)** – these few students currently have a Statement of Educational Need, (these will be transferred to **Education, Health and Care Plans** by 2018) arrived at after intensive assessments by teaching staff and medical opinion. Parents' views are sought and the Educational Psychologist (EP) will run various assessment activities. Then a recommendation is made by the EP to the Local Authority who decide on the award (or otherwise) of a statement. The SEN Reform of 2014 will ensure that all outside agencies, parents and teachers are involved in all stages of creating the EHCP.

Where a request for a statutory assessment is made to the Local Authority SEND team, the student will have demonstrated significant cause for concern and the school will provide written evidence detailing:

- The school's action through Wave One and Wave Two intervention;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- Levels of attainment in literacy and numeracy;
- Educational and other assessments, for example from an advisory specialist support teacher, or an educational psychologist;
- Views of the parents and of the student;

- Involvement of other professionals, for example, involvement by the Social Services or Education Welfare Service.

Funding may be allocated with the award of an EHCP to provide extra support for a student from a Learning Support Assistant (LSA), or guidance will be given as to how to support the child.

As a school, we have gone a long way to meet the 'Access for All' guidance. We provide a lift, ramps, special toilets and changing facilities where required. Adapted chairs can be provided and a curriculum that means all children can enjoy a full time education.

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum, to ascertain whether any problems arise from uncertain command of English, or from special educational needs.

Governors have responsibility for the strategic overview of, and the implementation of, the SEND Policy. The day-to-day management and organisation of SEND at CCHS is the responsibility of the Principal and SENDCo. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND governor, will ensure that they are up to date and knowledgeable about the school's SEND provision.

What support does the School have on offer to help children with SEN?

- Full time Special Educational Needs Co-ordinator (SENDCo)
- LSA's and TA's in many classrooms to differentiate work
- Access to specialist teachers and the EP
- Student Support staff
- Learning Mentors
- Transition Pathways
- Setting in subject areas
- Specific literacy, numeracy and social, emotional and mental health intervention
- A key worker for children with an EHCP (Education, Health and Care Plan)
- A Positive Referral to the Behaviour Support Centres
- Exam access arrangements
- A Behaviour for Learning policy
- Referrals to outside support agencies
- Teen Talk 'befriender' or Relate Counselling
- A Foundation Learning programme
- A curriculum choice at the end of Year 8 that meets the needs of students of all abilities
- Extra-Curricular Clubs for all children with SEN

How can parents help?

- Discuss any issues with a Form Tutor, Pastoral Team or SENDCo
- Read regularly with your child
- Support the School with the Behaviour for Learning policy (BfL)
- Accept a professional's referral when it is offered
- Aim for 95% attendance or above with your child
- Check your child is properly equipped for school
- Encourage children to go to Extra Curricular Clubs
- Attend all reviews and parents' evenings

Each child will be reassessed in terms of their classification and inclusion on the SEN register at assessment points. A child in possession of an EHCP will have an annual review where the views of the parent and child will be solicited.

This policy builds on our School Admissions and Inclusion Policies, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Local Governing Board will ensure that appropriate provision will be made for all students with SEN.

Inclusion of Students with English as an Additional Language

A student who has English as an Additional Language is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other child applying for a school place. Where parents do not speak English, including those who require the services of a qualified signer for the deaf, we endeavour to provide oral and written information and help in their first language, which will facilitate the admission process and provide key information about our school.

Students with EAL will have full access to provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will

be provided through Wave 1 and, where appropriate, Wave 2 intervention and teaching. We recognise there will be a settling in period when an EAL student is encouraged to develop their listening skills without the added stress of speaking and responding in the new tongue as well.

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school, regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. This will include the provision of a professional signer for the deaf for hearing impaired parents who express that their first language is signing, text messages via our 'My Ed App' or email via admin@countyhigh.org.uk, will also be fully utilised to enable day-to-day contact.

Medical needs

Please view the school's medical policy for more information on this area.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan, which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014), is followed.

A risk assessment is carried out prior to any off site activity, to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

Any student with an identified medical need supported by medical evidence, will have a healthcare plan completed by the pastoral and first aid teams.

Disability Access (DDA)

CCHS is completely wheel chair accessible, and the school has continued with the phased introduction of magnetic door holders to ensure easy movement around the building. The PFI Contactor is continuing with changing the stairwell step nosing around site, to assist with visual impairment, and all changes to the building fabric are DDA compliant. There are rarely any major issues with the lift reducing access to the first floor.

Accessibility around the school – See Accessibility Plan

As stated before, the school site is fully wheelchair accessible and we provide disabled toilets, lift access and ramps. Additional support could include:

- iPads (visual)
- Modified furniture
- Mobility Training
- Access to specialist teacher input
- Coloured overlays
- Access to laptop and tablet technology
- Specialist consideration for examinations

Contacts:

Mrs H Bartrum – SENCo

Miss S Torr – Senior Assistant Principal: Head of Sixth Form (Year 12/13)

Miss A Rudd – Vice Principal: Behaviour and Welfare