



Clacton County High School

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Higher Expectations, Raising Aspirations

Special Educational Needs & Disabilities Policy 2020 - 21

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Special Educational Needs & Disabilities Policy

This SEND policy details how staff and the local governance committee 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. This policy has been updated following changes to the law and statutory guidance and to reflect the changes to the Special Educational Needs and Disability Code of Practice 0-25 years, 2014 (Updated January 2015).

The staff and local governance committee 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.

At CCHS, we provide for the following broad areas of SEND need as stated in the SEND Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

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.

1. Objectives

The specific objectives of our SEND policy are as follows:

- To ensure that all students have access to a broad and balanced curriculum.
- To ensure the identification of all students requiring SEND provision, as early as possible in their school career.
- To ensure that students with SEND take as full a part as possible in all school activities.
- To ensure that parents of students with SEND are kept fully informed of their child's progress and attainment.

- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND 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.

2. Definitions of SEND

- A child or young person has a Special Educational Need or Disability (SEND), if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability 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 mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

3. The Special Educational Needs & Disabilities Co-ordinator (SENDCO)

The Special Educational Needs & Disabilities Co-ordinator (SENDCO) at CCHS is Helen Bartrum (MA SEND & Inclusion, NA SENDCo) who is responsible for the strategic operation of the SEND Policy supported by Abi Baty (Deputy SENDCo) who has also achieved the NA SENDCo qualification. Karen Hawthorne is the Assistant SENDCO and supports the SENDCO in the day-to-day running of the department.

4. The Role of the Special Educational Needs & Disabilities Co-ordinator

The local governance committee has determined the following as the key responsibilities of the SENDCO, and will monitor the effectiveness of the SENDCO in undertaking those responsibilities. The key responsibilities referred to below may include carrying out, or

arranging for, members of the inclusion hub to undertake the following tasks in relation to each of the registered students whom the SENDCO considers may have a special educational need:

- Informing a parent/carer of the student that this may be the case as soon as is reasonably practicable.
- In relation to each of the registered students who have special educational needs:
 - i. Identifying the student's special educational needs.
 - ii. Co-ordinating the special educational provision for the student, which meets those needs.
 - iii. Monitoring the effectiveness of any special educational provision made for the student.
 - iv. Securing relevant services for the student where necessary.
 - v. Ensuring that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date.
 - vi. Liaising with and providing information to a parent/carer of the student on a regular basis about the educational needs and the provision in place to meet those needs.
 - vii. Ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's special educational need and educational provision is made available.
 - viii. Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Selecting, supervising and training inclusion support workers who work with students who have special educational needs.
- Advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs.
- Supporting staff in the identification of student with special educational needs.
- Contributing to in-service training for teachers at the school to assist them to carry out tasks in relation to supporting students with a special educational need.
- Preparing and reviewing the information required to be published by the local governance committee.

5. Identification, assessment and provision

The school is committed to early identification of special educational needs and adopts a Graduated Response (Assess, Plan, Do and Review) to meeting special educational needs in line with the SEND Code of Practice 0-25 (2014).

5.1 Assess

A range of evidence is collected through school assessment and monitoring arrangements. If evidence suggests the learner is not making the expected progress, staff will consult with the

SENDCO in order to decide whether additional and/or different provision is necessary, assessing the learning need in line with the four categories as identified in the SEND Code of Practice 0-25, 2014.

A student may be identified as having a special educational need if, despite appropriate intervention, adjustments and personalised teaching, they do not make adequate progress. There is no need for students to be registered or identified as having special educational needs unless the school is taking additional or different action. If students are to reach their full potential, they must be educated in an environment in which they are valued equally. Therefore, teaching such students is a whole-school responsibility where teachers are responsible and accountable for the progress and development of the students in their classes, including where students access support from teaching assistants or specialist staff. This SEND policy reinforces the need for teaching that is fully inclusive and the local governance committee will ensure that appropriate provision will be made for all students with SEND.

In order to assess young people with SEND the school may also refer to:

- Files and reports from primary school.
- Reports from educational psychologists and specialist centres.
- Diagnosis letters from hospitals.

Specialist school-based procedures such as dyslexia screening and WRAT5 testing may also be used to identify additional support required.

5.2 School-based category: SEND Support

Where a student is not making adequate progress despite high quality teaching and normal school interventions. A student may be placed on the SEND support register at this stage if they:

- Make little or no progress even when teaching approaches are targeted.
- Show signs of difficulty with cognition and learning, particularly in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Present persistent social, emotional or mental health needs, which are not improved by high quality teaching and normal school interventions usually employed in the school, support from outside agencies, identifying the learning need to the behaviour and responding with the appropriate support.
- Have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continue to make little or no progress despite a differentiated curriculum.
- Have specialist input from outside agencies.

If, despite significant support and intervention at SEND support level and the school has evidence that a student makes insufficient progress, further advice and support from outside

professionals may be sought. Students and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

5.3 School-based category: EHCP

The majority of students with SEND will have their needs met through curriculum differentiation and school-based action. However, a small number of students require an Education, Health and Care Plan. A request for assessment for an EHCP can be submitted to the local authority by the school, parents/carers or be referral from another agency.

5.4 Plan/Do

Students identified as having SEND may need extra support to achieve their learning potential. Discussions with the young person and their parents will ascertain what support is required and a CCHS 'One Plan' completed. A small number of students may have an Education, Health and Care plan. Targets for their termly one plan will focus on meeting the outcomes stated on their EHCP. Students with an EHCP will have an annual meeting to evaluate progress made during the year and what support is required for the following year. Student passports are used to share strategies with staff to meet the needs of the learners they teach and support.

Most learners' needs are met through the supportive environment and 'High Quality First Teaching' within the school. This involves the process of differentiation and good classroom management strategies to support learners. The One Plan is for students who require special support arrangements.

5.5 What support does the School offer to help children with SEND?

- Full time Special Educational Needs & Disabilities Co-ordinator (SENDCO).
- Inclusion Support Co-ordinators and Workers to support differentiation of work.
- Access to an Inclusion Partner and educational psychologist.
- Student support staff.
- Transition pathways.
- Setting in subject areas.
- Specific literacy, numeracy and social, emotional and mental health intervention.
- Exam access arrangements.
- Referrals to outside support agencies.
- Smaller than average core subject classes in KS3 for the highest need learners.
- A land studies programme from the end of year 7.
- 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 SEND.

5.6 Review

Those students on the SEND register are involved in a review cycle. Those students at the school-based category of SEND support are reviewed termly in line with school reporting data. This process monitors the progress of students with SEND through a reviewing process and completion of a Student Passport. Parents and students have the opportunity to contribute their views as part of this process. Those students with an Education, Health and Care Plan have an Annual Review attended by parents and students. These are conducted by the SENDCo/Deputy SENDCo and may involve outside agencies as well as the SAS (Statutory Assessment Service). Action taken at one stage may mean the child will not have to move onto the next. Only for those who fail to make progress will the school need to move to the next stage. Each child will be reassessed in terms of their classification and inclusion on the SEND register at assessment points.

6. How can parents help?

- Discuss any issues with their child's form tutor, pastoral or inclusion team.
- Read regularly with their child.
- Support the school with the Behaviour for Learning Policy (BfL).
- Accept a professional referral when it is offered.
- Aim for 95% attendance or above.
- Check their child is properly equipped for school.
- Encourage their child to attend extra-curricular clubs.
- Attend all reviews and parents' evenings.

7. Transition arrangements

7.1 Key Stage 2-3

The inclusion hub team visit all feeder primary schools and, if appropriate, extra visits can be arranged for those students with SEND to meet with staff and to become familiar with the layout of the school. All students visit at the end of Key Stage 2 will they have the opportunity to meet their new tutor and classmates.

7.2 End of Key Stage 4

Students with an Education, Health and Care Plan will have a meeting with the Preparing for Adulthood Advisor from the local authority during KS4. Students are supported with making enquiries, booking appointments and filling in forms. Students are sometimes supported in interviews and may be given route training, if appropriate. Parents/carers are supported so as to be able and empowered to:

- Play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

8. Inclusion of Students with English as an Additional Language (EAL)

A student who has English as an Additional Language (EAL), 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 the school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to the 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.

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. 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 staff, 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 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@cchs.school, will also be fully utilised to enable day-to-day contact.

9. Medical needs

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 (SEND) and may have an 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 medical need disclosed by parents/carers will be added to the students record along with any required medical evidence. A student may require a healthcare plan which will be completed by parents/carers with support from the pastoral and/or first aid teams. Please view the school's medical policy for more information on this area.

10. Disability Access (DDA)

CCHS is completely wheelchair 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.

10.1 Accessibility around the school – See Accessibility Plan

The school site is fully wheelchair accessible and disabled toilets, lift access and ramps provided. 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

11. Evaluation of SEND Practice

The effectiveness of the policy will be evaluated in the following ways:

- The level of progress individual children make across a key stage.

- By developments in teachers practice/awareness of special needs and how to appropriately differentiate and employ strategies.
- The extent to which modification to curriculum/teaching strategies for individual students have been incorporated into normal class practice.
- The extent to which the general curriculum has been developed in response to meeting the needs, interests or aptitudes of students; monitored by the SENDCO and the senior leadership team via the school's self-evaluation process.

The SENDCO will prepare an annual report to the local governance committee, who will question and challenge to:

- Ensure that the necessary provision is made for any student who has special educational needs.
- Ensure that, where the school has been informed by the local authority (LA) that a student has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs.
- Ensure consultation with the local authority and the local governance committees of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the areas as a whole.
- Ensure that a student with special educational needs has equal access to activities of the school together with other students who do not have special educational needs. So far as is reasonable practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Ensure parents are regularly reported to on the implementation of the school's policy for students with special educational needs.

Contacts:

- Mrs K Hawthorne- Assistant SENDCO
- Mrs A Baty- Deputy SENDCO
- Mrs H Bartrum – Director of Inclusion (SENDCO)