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|  | Name of School | Corbets Tey School |
| | Policy Adopted Date | 11 th February 2020 |
| | Next Review Date | Spring 2021 |
| | Reviewed by | Governors Name: Julie Lamb Governors Signature:  |

POLICY ON IDENTIFYING AND PROVIDING FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

GUIDING PRINCIPLES

All our students have the right to an education which is appropriate to them as individuals, therefore it is our aim to minimise the difficulties that students will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible.
- *Responding to students' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which students learn when we plan our approaches to teaching and learning.
- *Overcoming potential barriers to learning and assessment for individuals and groups of students* - We recognise that students with learning difficulties will have particular learning and assessment requirements that will create barriers to learning if we do not address them through individualised, special arrangements.

In making provision for students with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable students with a diverse range of special educational needs and disabilities to join in as fully as possible with the normal activities of the school;
- to ensure the school has an Accessibility Plan in line with statutory guidelines;
- to ensure that all students gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;

- to identify the needs of students with disabilities and/or special educational needs (SEN) as early as possible and ensure a personalised learning programme;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our students;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of students with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Headteacher and Staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards students with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014¹. In order to do this, they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Headteacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. They will work closely with the leadership team and all class teachers and will keep the governing board fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. They will encourage all members of staff to participate in training to help them to meet the objectives of this policy.

The Special Educational Needs and Disabilities Coordinator (SENDCo), Terry Hudson (Deputy Headteacher) has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENDCo will be responsible for: the day to day operation of this policy; coordinating provision for students with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of students' achievement, and by setting targets for improvement; collaborating with all teachers to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

¹ **Section 66** of the Act requires maintained nursery schools, schools and post-16 institutions to use their best endeavours to meet the special education needs of children and young people who they educate. The SEND and disability Code of Practice will give details of how institutions should fulfil this duty. **Section 67** of the Act requires schools to have a SEND Coordinator (SENCO) and to ensure that SENDCOs have particular qualification and/or experience. **Section 69** of the Act requires all maintained nursery schools, mainstream schools and special schools to publish a SEND information report. This report must include information such as an institution's SEND policy and the arrangements it has for ensuring disabled children and young people are not put at a substantial disadvantage. This information report can be used by local authorities to help them publish their local offer.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person, Terry Hudson (Deputy Headteacher), will work alongside outside agencies including the LA assessment and placement team to ensure student's provision outlined in their EHC Plans is embedded. Terry Hudson will attend transition meetings for students who are new to the school and share relevant information with their assigned class teachers.

ADMISSIONS

The school aims to meet the needs of any student whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes students with a range of disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to students who have a range of SEND except where the student is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a student due for admission is known to have special educational needs the SENDCo will gather appropriate information from any school the student has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

SPECIALISMS

Corbets Tey School is a Specialist College for Communication and Interaction.

The curriculum has a broad base giving access to the National Curriculum at levels appropriate to the ability and needs of each child.

Provision is made for those students with additional learning difficulties. In the early years language, development is enhanced through the use of BSL Sign Supported English, Verbal Behaviour Analysis, PECS and TEACCH strategies.

We use additional programmes in response to individual needs. Ongoing training is provided in learning barriers and styles to optimise all student access to the curriculum. Specialist classes have been created to ensure that students encounter a curriculum that is most in line with their identified needs.

These classes may have a higher than average staffing ratio due to the nature of their students.

SPECIAL FACILITIES

The school's Accessibility Plan references access for disabled students, e.g. whether there are special ramps, toilet facilities, signage etc.

The Action Plan shows how the school will improve access to the whole school's curriculum and physical environment. This includes the consideration of "auxiliary" aids which may enable students with a disability to access the curriculum. The Accessibility Plan shows *how* the school will improve the delivery of information to students (not parents/carers).

The school building comprises two teaching floors and thus poses significant issues in terms of disabled access. For this reason, we are fully aware of mobility issues and strive to support the movement of some of our students who encounter moderate mobility difficulties.

The school is accessible to students in wheelchairs in parts but some areas have steps and stairs. Two classrooms are on the first floor with no lift access. Any new developments are considered in terms of accessibility and a lift was installed to an extension building at one end of the school in September 2014.

The school will continue to support full access to specialist rooms for all students and we will attempt to re-locate classrooms and other curriculum areas for those students with physical difficulties. This includes installing ramps and DDA compliant facilities where necessary but also taking into account budgetary constraints.

Our school accessibility plan outlines the areas of the school that will be considered for development in the future to improve accessibility.

The school's specialist facilities include:

- Soft Play Room
- NET Room
- Omi Vista
- Sensory Room
- Sensory Classroom
- Hydrotherapy/Swimming Pool
- DDA compliant Food Technology Room
- Outdoor Sensory Playgrounds, including garden, sand and water play
- Solar Domes
- Art/Horticulture Room
- Specialist Computing Resources (Wireless Technology, Laptops, iPads)

RESOURCES

When the governing board approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Headteacher and Business Manager will manage the allocated funds and will ensure that the best use is made of these resources.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for students by differentiation of work by teachers through progress monitoring and intervention planning.

SEND Support

- 1) All students will have individual targets which are regularly updated and at the heart of their teaching and learning. Their progress will be monitored and they will access intervention programmes in areas where their progress may be of concern.

The curriculum will be differentiated in each class to a range of levels that ensure access for each individual child.

Each child will have an up to date Personal Information Profile (PIP) to ensure all staff have access to key information and learning styles.

- 2) The triggers for intervention will be concerns about the individual student who, despite receiving differentiated learning opportunities;
 - a. makes little or no progress
 - b. shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment
 - c. persistent emotional or behavioural difficulties which continue despite positive behaviour management techniques generally used in the school
 - d. has significant sensory or physical problems that impact on their ability to learn
 - e. has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum
- 3) The parents/carers of the student will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the student sought. (Note: this may be the Headteacher, Deputy Headteacher, Assistant Headteacher or Class Teacher etc.).
- 4) All information about the student from within the school, together with any additional information from the parents will be considered.
- 5) Senior Leaders will support class staff and undertake further assessment of the student as appropriate and may use outside specialists to enhance the provision being made.
- 6) The school provides Pupil Achievement Profiles (PAPs) for every child so that each child receives progressive, current targets, which are most functional and appropriate to their needs. These will focus on academic, behaviour or life skills development. Each student is closely monitored and targets are set in line with their ability.
- 7) All students are entitled to a weekly PAP assessment/review, a termly assessment against Learning Pathway or National Curriculum Levels (see Assessment Policy), and a Record of Achievement, when they leave.
- 8) All students have an Annual Review of their Statement of Special Educational needs or Educational Healthcare Plan (EHCP) (to which parents, other professionals and student input are invited) and for those students who are fourteen, a transitional review. The Learning Pathway and PAP systems provide a termly report on skills acquired and retained, which are sent home for parental information and comments invited in response. At the end of the academic year parents are sent home an Annual Report. Parent evenings are held to discuss each child's progress.
- 9) Relevant concerns or comments resulting from Annual Reviews are discussed in staff meetings together with any strategies that need implementing.

- 10) All staff will be involved in providing further help to students. (Note: For this reason, the arrangements for recording PAP targets and intervention plans should be planned and agreed with all staff and regularly reviewed by senior management).
- 11) PAP targets and interventions will be discussed with the student and parents as appropriate.
- 12) PAP targets will be reviewed on a weekly basis.
- 13) The student and parents will be involved in setting targets. Target setting will reflect strategies to meet their needs and show a graduated response to those needs.
- 14) A request for additional advice from external services may be made at any stage. It is anticipated the decision to seek further advice will be taken by the Class Teacher in consultation with Senior Leadership, parents and student.
- 15) Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved.

Aims of Assessment

- To make target setting and assessment as individual, child-centred and functional as possible.
- To ensure that students have the opportunity to demonstrate their skills, knowledge and understanding.
- To make assessment an integral part of the curriculum that is responsive to the students and informative to the staff.
- To ensure that assessment is a progressive and continuous process.
- To develop consistency in staff assessment across the Key Stages.
- To measure progress and attainment against national and pre-national expectations.
- To be an entitlement of all students regardless of ability, gender, ethnicity or age.
- To be based upon a common and agreed approach in school.
- To take place in a familiar, supportive environment.
- To raise an expectation of success rather than failure and show students how to build upon strengths while developing strategies to overcome weaknesses in their work.
- To ensure that students understand what is required of them.
- To provide for the regular collecting, reviewing and recording of assessment information.
- To address equality of opportunity (Any formal tests must have some aspects, which are achievable for a student).
- To take into account the individual learning styles of students.

Staffing

The school has prioritised the highest affordable staffing ratio to enable students to receive the input and support necessary to meet their needs. Staffing levels are set annually based on the needs of the students in each class.

Staff are employed on the basis of aptitude as well as formal qualifications and all staff have access to internal and external training to further their professional development. Training is provided that links to the School Development Plan and based on the evolving needs of our student clientele as well as to further subject expertise.

EDUCATION, HEALTH AND CARE PLAN

Each child will have an EHC Plan.

- 1) The Headteacher will be responsible for implementing the recommendations.
- 2) Short-term targets will be set and reviewed through the PAP assessment system on a weekly basis.
- 3) Progress will be formally reviewed by holding an annual review meeting.
- 4) The SENCo will work in partnership with class teachers to seek:
 - written advice from parents and professionals
 - ascertain the views of the student
 - convene the review meeting
 - prepare a review report for the LA
- 5) Those to be invited at least two weeks before the meeting are:
 - the student's parent/carer
 - relevant teacher/s and TA/s
 - representative of the LA
 - the student
 - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENDCo or representatives from colleges/sixth form colleges etc.
- 6) The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

THE ANNUAL REVIEW IN YEAR NINE - TRANSITION PLAN REVIEW

The annual review of the statement in Year 9, and subsequent years, will consider all the same issues as at other reviews but will specifically:

- draw up and subsequently review the Transition Plan
- be person centred and identify outcomes which will prepare students for adulthood

The annual review procedure as described above applies with the following additions:

- a representative of Prospects is obliged to attend the review meeting. Prospects provides independent and impartial information, advice and guidance in planning for next steps in education, training or employment, in line with London Borough of Havering funding criterion. The service is available for young people aged 13 to 25 who have Learning Difficulties and/or Disabilities (LDD), and who are transitioning within education or are not in education, employment or training (NEET). Prospects works in partnership with London Borough of Havering to attend transition reviews in year 9 when possible. Prospects will contribute to the Education Health and Care Plan process when appropriate and generally at a point of transition. Prospects works in partnership with post-16 providers and other funded agencies to source a range of traineeship, apprenticeship, supported internship and work experience opportunities. The student and parents will be fully involved in this process.
- the Class Teacher will invite an advisor from Prospects to provide written advice to enable all options for continuing education, careers and vocational training to be considered
- the Class Teacher will ensure that parents and other professionals such as social care and health are aware of the Y9 review procedures and invited to attend where appropriate

- the Class Teacher will ensure a Transition Plan is drawn up in conjunction with Prospects and school's Education Psychologist following individual meetings and assessment of the child's needs.
- the Transition Plan will be reviewed each year until the student leaves school.
- the young person will be fully involved with this process and their views will be sought and recorded ideally through a person-centred plan.

THE FINAL REVIEW IN SCHOOL

The final annual review is usually scheduled during the Autumn Term in order to leave plenty of time to identify and arrange the young person's future placement or destination after leaving school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable students with a range of SEND to be an integral part of our school community.

Regardless of the stage students have reached all students will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each student and by either modifying activities or by providing support that will help the student to participate in them. Students will only be withdrawn when:

- 1) They will benefit from some intensive individual work on a cross curricular skill.
- 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the student to participate and some alternative has been arranged.

INVOLVING STUDENTS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the student will be ascertained and the student will be directly involved in the process. All communication involving decisions about a student will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of all of their students and build positive partnerships with them. They will provide homework idea activities of an appropriate level and nature to encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each student. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the student. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

HAVERING SEND INFORMATION AND ADVICE SUPPORT SERVICE (SENDIASS)

SENDIASS offer a free, impartial, confidential information, advice and support service offering support to young people (16-25) with SEND and parents of children with SEND.

The service can:

- Provide impartial advice and information
- Give practical support
- Explain the different stages of the Education Health and Care Needs Process
- Read through draft EHCP and assist parents/carers/young people with any amendments that need to be made
- Accompany parents/carers/young people to meetings to support them and ensure their voice is heard
- Negotiating on behalf of parents/carers and young people in appropriate circumstances
- Providing advocacy for parents/carers and young people between the place of education or Local Authority or other parties if necessary
- Liaise with other professionals including Social Services
- Signpost parents/carers and young people to relevant services such as support groups or professional agencies
- Assist parents/carers and young people to make informed decisions on a range of issues, including identifying suitable schools (however we cannot decide for you or name a school)
- Provide information on education transfer stages
- Support preparation for Annual Reviews for Education Health and Care Plans

SENDIASS operates at 'arm's length' from the Local Authority. The service provided is impartial and confidentiality will be assured to anyone seeking information, advice and/or support from any representative of the service.

LEAVING SCHOOL

When a student leaves the school, we will forward relevant information about the student's needs to the next placement. Where a student is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with local school 6th form providers and colleges, to ensure transition and familiarisation opportunities take place.

WORKING WITH OUTSIDE AGENCIES

The Headteacher, will oversee partnerships with Health Services, Social Care and other relevant professionals working with students in the school. Health Care planning will follow the protocol agreed by Health and Education. The Headteacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support students.

COMPLAINTS

Any person, including members of the general public, may make a complaint about any provision of facilities or services that a school provides, unless separate statutory procedures apply (such as exclusions or admissions). Please see the Corbets Tey School Complaints Procedure Policy for correct procedure.

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by students with different levels of special educational needs and disabilities.
- Case examples selected from all stages of students with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which parents/students' views are reflected on review forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEND INFORMATION REPORT

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs and Disability (Information) Regulations 2014. This will include information on where the Local Offer can be found at:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

Corbets Tey local offer:

https://search3.openobjects.com/mediamanager/havering/directory/files/the_local_offer_service_corbets_tey_2019-20_.pdf