

St Andrew's CE High School for Boys

Special Educational Needs and Disability Policy & Information Report



Reviewed: October 2020 (GLS)
Next Review: November 2021

Key terms:

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Co-ordinator

LSA – Learning Support Assistant

EHCP – Education and Health Care Plan (Replacing Statements of Educational Needs within the next 3 years)

LP – Learning Profile (replacing Individual Education Plans – IEPs)

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Statement of Principles

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of 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 – please see Accessibility Plan

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.

The aim of St Andrews' C.E High School for Boys is for students, with any form of disability, to have their needs met so that they can experience educational success. The school aims to promote the physical, mental, moral, cultural, spiritual, emotional and social development of the students and to enable them to develop as independent learners. All teachers at St Andrew's have a responsibility for the students in their classes with Special Educational Needs and Disability. This means they need to provide a suitable environment and appropriate work for them. They are supported in this by the SEND department, which uses the SEND Code of Practice as a basis for its policies to enable students to achieve their best, gain confidence and make a successful transition into adulthood. St Andrew's is an inclusive school – there is no barrier to what a student can achieve.

Roles and responsibilities - The SENCO is Georgina Spoor

Main responsibilities:

Work with the head teacher and SEND governor 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor –

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher –

The headteacher will:

Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers - Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

Identification and Assessment

A provisional SEND Register is drawn up for new students based on the information from the feeder schools as part of the normal transfer process. The SENCo works closely with the primary schools to ensure that students, who have been accessing extra support, continue to do so when arriving at St. Andrews. A meeting takes place with the feeder school SENCo and discussions on individual needs and what interventions have taken place. Some students require enhanced transition activities. In liaison with the primary SENCo, extra visits and taster afternoons are arranged to ensure students are not anxious about starting secondary school.

Screening tests are carried out on all of the new Year 7 students shortly after they start at school. We use three tests: CATs – Cognitive Ability Tests, Accelerated Reading Test and a spelling test. The results are examined by the SENCo and appropriate support put in place as a result of the tests. Some students, for example, are not on the SEN register but may need some extra reading or spelling support to help them gain confidence – this would involve being invited to a small reading group to help boost reading fluency and understanding or a spelling group to boost accuracy and re-learn sounding out or ‘chunking’ techniques. Such students may not be on the SEN register or need to go on it.

For a few students, enhanced support may be needed. In these cases, the school may ask for the Local Authority to make a statutory assessment, which might result in an Education and Health Care Plan being written. Other students will arrive at school with an EHCP already in place. An SEND teacher is allocated to work with each of these students and monitor their progress. Details of the EHCP educational targets are placed on the school intranet so that teaching staff are aware of its contents. EHCP’s are reviewed annually.

The SEND department runs intervention sessions in afternoon registration time for selected individuals or groups. In this time the reading/spelling groups would take place but we also run a ‘Social Skills’ group to help more vulnerable students to settle in to secondary school life. This gives students an opportunity to discuss any concerns they may have or any anxieties they may be facing. If any student feel there has been a bullying issue, this is dealt with seriously and promptly by the SEND team and the Head of Year.

Help with homework takes place in the library before school at lunch/break or after school until 4.30pm (except Fridays). We have a number of specialist LSA’s who do further support in English/Maths/Dyslexia/Speech and Language and EAL. Some students are seen regularly throughout the year; other’s may need to be seen for a short period of time, depending on need.

The SEND Register

The SEND Register is maintained by the SENCo. Students are placed on the register in accordance with the guidelines contained in the SEND Code of Practice. A copy of the register is available to staff on the school intranet. Students who are on the SEND Register are placed in one of four categories of need. These are:

- Communication and Interaction
- Cognition and Learning including Specific Learning Difficulties
- Social, Emotional and Mental Health difficulties
- Physical and Sensory Needs

In addition, a separate register is kept for dyslexic students/dyspraxic and students who have been assessed for dyscalculia.

Each student on the SEND Register has a file kept on them which records their progress and intervention they have received. Students may be added or removed from the SEND Register following staff request, parental/carers request or following testing. Students who may require access arrangements for public examinations undergo more detailed assessment, in line with the guidelines produced by the exam boards, at the end of year 9.

If a student continues to have difficulties and it is decided to consult external services, such as the Educational Psychologist, the Social Communication Team or the Behaviour Team. Parents/carers are always informed first.

Governors are actively aware of the SEND department and get involved with decision making within the department such as staffing. Reports are regularly produced to explain how the department is allocating their resources and how students' needs are being met.

Any parent/carer who feels their child has a specific area of need can contact the SENCo for advice. Students do not go on the register because they are falling behind – they have to have an identified specific weakness.

Response to Identification

Intervention is categorised into three stages:

- **Targeted** – LSA support in class. Out of class group work, focussing on literacy, numeracy and social communication, with some targeted students.
- **Additional** – SEN teacher support focussing on the Educational Objectives of the EHCP

A Learner Profile (LP) is drawn up for each student on the SEND register. A copy of the LP is placed on the school's Intranet for teachers to refer to and a summary of the targets is emailed home. The first LP is written in the early part of Year 7, once all of the screening tests have been processed. After this, the LP's are reviewed twice a year. A member of the SEND team carries out each review. In years 7/8/9 the student and his parents/carers are invited to the review (**Covid restrictions in place this year**). Targets are prepared based on discussions with the student and their parents/carers and use is made of targets set by subject teachers as part of the school's assessment procedures. In year 10/11 only students set targets with the SEND team member.

When a child is identified as having Special Educational Needs, the school should provide interventions that are additional to the school's usual differentiated curriculum and strategies. Each department is responsible for the education programme and to ensure work is accessible for all students. Students on the SEN register have LSA support in some lessons, depending on level of need. An LSA will be involved with writing educational targets with the student to help them make progress. Students with an EHCP also have a named specialist SEND teacher who is responsible for the one-to-one teaching of that student and will actively participate in the writing and conducting of the Annual Reviews.

Students comments: SEND students were asked about their views in regard to their support. The general feedback was:

- Feel well supported by LSA's in lessons and someone will always help if I put up my hand
- The LSA's know me by name and know my needs in class
- The target day is good as I look at how I can improve in class
- Support staff are kind and I can always talk to someone if I am upset

Curriculum

Each lesson is differentiated. Work is thoroughly marked and students have a clear understanding of what they should be working towards and how they can achieve it. This helps SEND students identify the areas they are good at and those areas that need more support. It also promotes independent learning which is an important life skill.

After consultation with the Modern Languages Department, small groups of students are withdrawn from taking a language in Y8 to follow a course of additional literacy and numeracy work. In Year 9, this support is given in afternoon registration time. In Year 10/11 a 'Project Certificate' option and a 'Skills' lesson is available to selected students and this provides additional English and Numeracy support which can be used to support College applications. Successful transition to College is a very important element of year 11. Students have advice from

Careers lessons but SEND offer further support by helping to choose appropriate courses, helping to fill in applications and attending interviews with students if asked.

In Year 10/11 the school also offer 'ASDAN' which is a course that allows students to work on and develop a range of skills that are invaluable when they start work and live independently: teamwork, independent learning, problem solving, using Maths, ICT and English. Students work through a range of modules that are divided into interesting challenges offering flexibility that can be tailored towards the individual student. This will also support them through their academic GCSE studies. They receive a recognised award at the end of the course; bronze, silver or gold depending on how many challenges they successfully complete and to an appropriate standard. ASDAN is task based and includes projects, writing tasks, charity work, visits and many new experiences and opportunities that are not usually available in the classroom. The assessment is continuous; students produce a portfolio of work as evidence of their participation – there is no exam or homework!

Communication with parents/carers

Students are regularly assessed and results/teacher comments are sent home to parents. Parents/carers are also invited to meet with teachers at Parents Evenings. If there are real concerns about your child's progress, then the Year Leader or SENCo will invite the parents/carers for a meeting to discuss how we can support your child.

If your child is on the SEND register, then lower school parents/carers will be invited to attend an LP review (**Covid restrictions in place this year**) to discuss your child's progress and set targets for the following 6 months. Year 10/11 students set their own targets with their LSA and copies are emailed home. If your child has an EHCP, an Annual Review will also take place which is an in depth look at progress and well-being at school.

Parents/carers are encouraged to look at the 'Show My Homework site' on the web page to ensure all homework is being completed. We would welcome parental/carer input from home to ensure homework is completed to a satisfactory standard and given in on time.

Support offered by the Department

Heads of Years (HOY) are responsible for the day-to-day running of relevant year groups and are the first port of call for any general concerns. The HOY is often the first port of call if there are any academic or pastoral concerns. We have Learning Mentor available at school for any student who requires regular emotional support and the School Nurse and numerous outside agencies are available to contact if the student's pastoral needs cannot be met with school staff support. SEND have also developed a sensory room for students that need a quiet space. This room was planned and constructed in consultation with students from Chichester University.

Students on the SEND register have an LSA in core subjects. Students with an EHCP also have a named SEND teacher who can also often help with general enquires about your child's welfare. The SEND team and Heads of Year work closely together to ensure enquiries are dealt with quickly. If your child is on the SEND register or if you have a particular concern in regard to special educational needs, then you should contact the SENCo – Georgina Spoor.

Medical issues are dealt with by the office and all medication is securely stored and can be accessed via the office. All staff are made aware of medical issues and training regularly takes place to ensure that staff know the procedure put in place for a particular condition. We have a medical room for students feeling unwell and if self-medication needs to take place. Many of the staff are medically trained in first aid.

The HOY monitor attendance and behaviour and a number of strategies are put in place to ensure all can access the curriculum. If there is a particular behaviour issue, then parents/carers are invited in and your child may have a Pastoral Support Programme (PSP) put in place which specifically looks at behaviour targets. Sometimes a behaviour book is more appropriate and teachers grade each lesson on the level of cooperation/completion of work. If a student needs to be removed from a lesson, then there is the Internal Seclusion Unit (ISU) where individuals work until they are ready to return to class.

Detentions may also be issued for failure to complete H/W, lateness, rudeness or disruptive behaviour.

Specialist services available at or accessed by the school

We have specialists in the SEN department who work with all learning needs. If further support is needed the SENCo can access the following services:

School Nurse
Educational Psychologist
CAMHs
Occupational Therapy
Speech and Language
Social and Communication Team
Learning and Behaviour Team
Inclusion Team
Social Services
Play Therapist
Asphaleia
Virtual Schools
Out of School Learning
Traveller Service

We also have contacts for a number of pastoral agencies who deal more specifically with anxiety, emotional trauma or bereavement which students and families can access when needed such as:

Winston's Wish – bereavement service
Find it out centre (**Covid restrictions in place this year**)
Child line – on-line counselling

Staff training

Members of the SEND team and class teachers have regular training and agencies such as Asphaleia, CAMHs and the Social Communication team attend meetings to talk to staff. Outside agencies have been in to talk through childhood bereavement and on-line counselling services in recent months. In- house training also takes place on specific SEND issues. LSA's have been encouraged to complete Level 2 qualifications in conjunction with Northbrook College, on specific needs; autism, mental health, health & nutrition and principals of working with individuals with learning difficulties.

Georgina Spoor & Sue Whatley (SEN teacher) have achieved the SENCo award she is also qualified for assessing students for Access Arrangements.

Activities outside the classroom including school trips

All students have equal access to trips. The school offers numerous extracurricular activities which all students are encouraged to attend whether it is sporting interests or drama or gardening!

Within the SEND department there are a number of groups offered to students who we feel would benefit from extra literacy/social support. They are:

Year 7 reading group
Year 7 spelling group
Wordshark - to support literacy improvement for years 8/9 out of a foreign language.
Social Skills group - aimed initially at helping with transfer from primary school, making and maintaining friendships.
Speech & Language support group for all years as recommended by the Speech & Language service.
Maths intervention support group

Dyslexia support groups

Homework club – open to all students after school in the library where a member of staff is available to assist with work.

Emotional support – mentoring system in place for students who feel they need to talk to someone. Some students are referred to the school nurse/learning mentor for further discussions. The SEN area also have a sensory room for students who may need some time out of lessons to refocus before returning to class.

The school environment

All physical needs are aimed to be met and all floors are wheelchair friendly and accessed via the lift. Students who need extra sensory support will be accommodated and currently have a sound field system in one classroom. St Andrews has disabled changing and toilet facilities in each area of the school. Disabled parking bays are available at the front entrance of the school. Parents/carers/specialists are invited to look round the school to make recommendations. Please see the Accessibility Plan on the website.

Transition support for College

Transition is very important and we have created much better links over the last couple of years to ensure students on the SEN register have a smooth transition to college. The SENCo and HOY meet with the admissions team from each college in the spring term to give information on each students and arrange, if necessary, for students to have extra mornings at college so it is not so daunting.

If your child currently has an EHCP then all Educational Objectives stated in the ECHP will follow through with your child and the statutory responsibilities that come with that. A transfer officer from County will attend the year 11 Annual Review to ensure the transfer paperwork is up-to-date.

Students have careers advice via their PSHE&C lessons and have the opportunity to examine courses and the various colleges to see which would meet their needs best. Some students have the opportunity to actually apply for courses with assistance from their LSA. A member of the SEN team is available to attend college interviews on request.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget allows the school to support the employment of SEND staff who work one-to-one with students with an EHCP or facilitate small group work for students who need extra support in literacy, whether it be reading or spelling, or numeracy work. LSA's are an extremely important part of the department and support students throughout the school to ensure they can access the curriculum in class. They are also actively involved in intervention work to support students learning. The budget is also used to buy equipment/resources for the department so that all students needs are met. Examples recently purchased are:

Colour overlays for dyslexic students

Sloping writing boards

Laptop software such as Clicker 6 for dyslexic students

Specialised pens

Specialised rulers

Dyslexia testing program

Wordshark literacy program

We have also used the budget to pay for a fully funded trip to Portsmouth Dock, Shoreham Port and a ghost walk round Worthing. A donation from the fund was made to St Francis animal charity when a representative came in to talk about 'the secret life of the hedgehog'. Funding was also available for a 'Teenage Nutrition Talk' to parents/carers.

How is the decision made about what type and how much support a student receives?

All students who have an EHCP get one-to-one support and LSA support in lessons – external agencies, where appropriate, are also invited in to assist with supporting specific needs.

Other students on the SEND register are allocated teacher/LSA time based on need. All students are tested when they first arrive at St Andrews and regularly monitored – if extra teacher support is needed we try our best to accommodate this and if we need to be advised by external agencies then the SENCo will invite the specialist in to discuss individual's needs. Occasionally, for example, a student is seen by the Educational Psychologist who then writes an SEND plan which would be distributed to the teachers to help ensure an individual's needs are being met – this would be in addition to the LP process discussed earlier.

Students are regularly assessed to ensure input from the SEND department is having a positive impact – this is not always measured in physical scores but may be examined in terms of raised self-esteem or self-confidence or raised attendance levels which are, of course, very important for emotional well-being.

Involving parents/carers

Parents/carers' opinions are vital for the school to develop and are taken very seriously by all staff.

Parents/carers' are invited to be Parent Governors which is an extremely important role to ensure the well-being of staff and students alike and to ensure the school is performing as it should.

Parents/carers' are invited to Parents Evenings each year and receive interim and full school reports to monitor their child's progress – if they have any concerns they can contact the designated HOY or the SENCo. The Senior Assistant Head and Head teacher are also available to listen to any concerns parents/carers' may have. While we hope to resolve all issues at the first stages, parents are advised to follow the schools complaints procedure that can be found on-line should they not be happy with the initial contact.

In Year 9 parents/carers' are invited in to discuss GCSE options and in Year 10 to discuss how they can help and support their child at this important time. The school operates an 'open door' policy which ensures that parents feel confident that if they have an enquiry it will be dealt with quickly.

If your child is on the SEND register, lower school parents/carers invited to attend a Learner Profile meeting with a designated member of the SEND team to discuss your child's educational targets for the next 6 months. If your child has an EHCP you will also be invited to attend an 'Annual Review' to discuss your child's progress each year.

In addition to this we work closely with West Sussex SEND Information, Advice and Support Service who are available to answer questions in relation to your child's education.

Monitoring success

Success in reaching realistic predictions are recorded at each review. Spelling and reading scores are tested in year 7/8/9. Results of the KS2 SATs and passes at GCSE are also recorded and comparisons made to the predictions based on FFT data. The department is visited each term by the SEND Governor to review the work being undertaken. The SENCo meets with the Senior Assistant Head Teacher once each fortnight who reports meeting outcomes to the Head teacher.

Who can I contact for further information?

The Head of Year is the first point of contact for general enquires about your child's education and welfare at school. Other members of staff that can be contacted are:

- Child Protection Officer – Mr Guyan

If your enquiry is related to a 'special educational need' then please contact the SENCo – Mrs G Spoor

Miss Katie Scanlon should be contacted if you have admissions questions/requests.

Please contact SEND Information, Advice and Support Service at: SEND.IAS@westsussex.gov.uk if you have any questions that you want clarified for admissions.

West Sussex parents Forum are also available to discuss issues if your child has a diagnosed disability or additional need. They can be contacted on 01903 726188 or email at: parents@westsussexparentsforum.co.uk

Please refer to West Sussex's Local Offer for more information: <https://F.local-offer.org/>

Consultation and Review

The SEN policy is reviewed by the SENCO in consultation with the Special Needs Department.