



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

The Ashcombe School strives to ensure that all students have equality of opportunity, are valued equally regardless of their abilities and behaviours, have access to a broad, balanced and relevant curriculum which is tailored to meet individual needs and achieve their academic and personal potential.

Ashcombe School recognises the Code of Practice (2014) and the provision made by the School will not be less than that defined in the Code of Practice.

The SEND Policy is written in accordance with the overarching school Equality Policy

### THE WHOLE SCHOOL VIEW OF CURRICULUM SUPPORT

*All children, irrespective of their special needs, are entitled to equal opportunities, access to the curriculum and social integration with their peers.*

#### **Ethos**

At The Ashcombe we value all our pupils and our intention is that they will all reach their full potential.

We recognise that pupils with Special Educational Needs will require extra and additional support in order to achieve this. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. As a fully inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

At The Ashcombe we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included in all aspects of the school

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCO, will ensure that pupils requiring additional or different support are identified at an early stage.

### Definition of terms

As detailed in the SEN Code of Practice 2014

For the vast majority of children their mainstream setting will meet all their special educational needs. Some children will require additional help from SEN services or other agencies external to the school. A very small minority of children will have SEN of a severity or complexity that requires the LA to determine and arrange the special educational provision their learning difficulties call for. Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 in schools within the area of the local education authority

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.

*Special educational provision* means:

- (a) Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in academies or schools maintained by the LA, other than special schools, in the area.

## **OBJECTIVES OF THE SCHOOL'S SEND POLICY**

### **To identify and provide for Special Educational Needs and Disabilities (SEND) by:**

- Establishing a clear and coherent process of identification, monitoring and review for special educational needs, and ensuring that appropriate provision is made to meet those needs.
- Using the SEND Code of Practice as a framework for identification of and provision for pupils with special educational needs.
- Providing appropriate programmes of intervention for individuals and small groups designed to boost skills and raise levels of achievement across the curriculum
- Making reasonable adjustments and provision, as far as is practicable, to meet the needs of pupils with physical and sensory disabilities, social communication disorders and social, emotional and behavioural difficulties.
- To deploy the resources available to SEND as effectively as possible
- Developing differentiation in lessons to improve access to the curriculum for all pupils regardless of ability
- Assisting pupils with SEND in maintaining full access to the National Curriculum, and to public examinations and/or nationally recognised accreditation.
- Fostering an atmosphere in which students with SEND are involved in decision making, gain confidence and can develop a sense of self worth and achievement.
- Communicating effectively with feeder schools and parents of vulnerable Year 6 pupils and those with SEND to ensure smooth and successful transition and inviting them to be a part of the Transition Project.
- Fostering and maintaining an effective working partnership by informing and involving parents of pupils with SEND as appropriate.
- Establishing effective systems of communication for SEND.
- Working in close partnership with the providers of specialist services for students with SEND

## **ROLES AND RESPONSIBILITIES**

**The Governing Body:** Have a responsibility to ensure that the needs of students with SEN are met by overseeing the implementation of the SEN policy. This is done in the following ways:

- By ensuring that a 'responsible person' for SEN is identified on the Governing Body.
- By having regard to the Code of Practice when carrying out these responsibilities.
- By being fully involved in developing and subsequently reviewing SEN policy.
- By reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget.

### **The Head teacher:**

Has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND.

Should keep the Governing Body informed of the progress made by pupils with SEND

### **Teaching and Non – Teaching Staff:**

All staff are made aware of the school's procedures for identifying, monitoring, and reviewing provision for pupils with special educational needs through the staff handbook, SEND register and other information distributed by the SEN Co-ordinator. All teachers are teachers of pupils with special educational needs and have a responsibility to be aware of the varying needs of pupils in their classes and to differentiate accordingly.

### **Responsibilities of the Special Educational Needs Co-ordinator (SENCo)**

The SEN Co-ordinator is Miss Jo Parish who is responsible for the implementation of the SEN Policy

The SENCO plays a strategic role in developing and delivering appropriate educational programmes for pupils with Special Educational Needs. Her responsibilities include:

- Overseeing the day-to-day operation of the SEN Department.
- Implementing, revising and updating (as appropriate) the schools SEND policy.
- Maintaining the SEND register, overseeing records of all pupils with special educational needs and co-ordinating pupil profiles for pupils on the SEN register including those with EHCPs and Statements
- Carrying out the termly SEN census
- Developing and implementing provision mapping for students with SEND and co-ordinating the provision for those students.
- Developing and implementing effective systems for assessment, recording and reporting for students with SEN.

- Managing and deploying the team of Teaching Assistants and specialist teacher throughout the school.
- Facilitating the provision of appropriate resources for a range of SEN.
- Ensuring that pupils are assessed for examination access arrangements as appropriate
- Liaising with and giving advice to other members of staff.
- Liaising with the parents and carers of pupils with SEND
- Delivering regular INSET on aspects of SEN.
- Ensuring that pupils with Statements of SEN have regular Annual Reviews in accordance with the requirements of the Code of Practice.
- Liaising with members of the STEPS team and other specialist outside agencies
- Liaising with the Heads of School, the SEN Governor, Heads of Years and Heads of Departments
- Promoting effective liaison with partner schools

### **Admission Arrangements**

- The school caters for the full ability range and the presence or absence of a special educational need is not a factor in the admission of pupils. Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Inclusion of children with special educational needs within the school**

- In keeping with the school's aims and its equality policy, the governing body and staff of the school will ensure that all pupils enjoy a broad and balanced education which meets individual needs. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.
  - Some subjects are set by ability. Most subjects are taught in mixed ability groups.
  - By setting suitable learning challenges
  - By responding to pupils' diverse learning needs
  - By overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Resources**

We aim to obtain the best value from the financial resources and expertise devoted to the education of pupils with SEN.

The SEN Office has a central location in the School. All SEN student files and SEN information is stored in this office. There are three specialised rooms allocated to learning support. These rooms are used for 1:1 or small group focused support work, curriculum support, and Homework Club. All rooms are resourced with computers with appropriate software for use by SEN students and support workers.

Areas of Specialism: All teachers at the school have a responsibility for teaching those pupils with special educational needs admitted to the school. Within the team there is a qualified specialist literacy teacher and a team of teaching assistants experienced in providing for pupils with physical and sensory disabilities, literacy and numeracy difficulties, speech, language and communication needs, ASD and with social, emotional and behavioural difficulties.

### **Facilities**

- R8: A specialist teaching room located beside the SEN office used for literacy interventions, curriculum support groups and Homework clubs
- The Inclusion Room: Provides support for students temporarily unable to access learning within the classroom, small group interventions for pupils with social, emotional and behavioural needs. Breakfast, break and lunchtime clubs.
- The Supported Learning Centre: Provides support for students on reintegration programmes, those with long term medical conditions, students with ASD unable to manage mainstream environment, those following alternative learning pathways. Art club, 1:1 ELSA interventions
- Internal Exclusion Room: Learning environment for students temporarily excluded from mainstream lessons due to issues related to conduct and behaviour. Pupils can only be referred by Senior Managers
- Most of the building is easily accessible by wheelchair. There have been significant adaptations made to doorways, ramps ( including wheelchair access to the 6<sup>th</sup> form centre 1<sup>st</sup> floor), disabled toilets( one in Bradley housing a hoist and changing platform), installation of lifts in both Ranmore and Bradley buildings and disabled parking bays.

Adaptations have been made to a Food and DT classroom in Bradley to improve accessibility for wheelchair users and pupils with other disabilities.

## **THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES.**

### **Allocation of Resources**

- The school aims to provide appropriate strategies and interventions which will support the pupil in making progress, bearing in mind their area of need, stage on the SEND register and the level of additional funding they attract beyond whole-school resources. Provision is managed by the SENCO in partnership with Heads of School. Teaching assistants mainly support in a specific area according to their skills and experience.

### **Staffing resources in the school are allocated to and amongst pupils with special educational needs according to the following principles:**

- That the basic standards of literacy should be raised as far as possible for identified pupils whilst they are in Yr 7 -8. Some pupils may require further support in Y9
- Pupils working below NCL3 in English should receive one to one or small group tuition from a specialist teacher
- English and Maths skills booster sessions are provided by a designated Teaching Assistant or Specialist teacher and pupils with special educational needs may have access to these sessions as appropriate
- Pupils on the SEN register should receive additional help through individual, small group session, in class support or individualised programmes of study
- Pupils with special educational needs should be able to participate in any programme established under these principles
- Pupils with a Statement may receive one to one or small group withdrawal, and in class support in line with the statutory requirements outlined in their statement
- Pupils on the SEN register may receive in class support in identified lessons and may be withdrawn for 1:1 or small group interventions if appropriate
- Pupils on the SEN register are monitored carefully by the SENCO, and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these students are being met through effective differentiation
- The Ashcombe Provision Map shows detailed records of interventions, outcomes and outside agency involvement

### **Strategies for identification, assessment, provision, monitoring and review**

At The Ashcombe we have adopted a whole-school approach to SEN policy and practice. The School is thoroughly committed to the importance of identifying, assessing, providing for, monitoring and reviewing the Special Educational Needs of all pupils, and has adopted the concept of a three staged model (as recommended by the SEN Code of Practice). Pupils identified as having SEN are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCO, will ensure that pupils requiring additional or different support are identified at an early stage.

### **Identification**

We are proactive in identifying pupils' needs through assessment, discussion, observation and documentation

- Statements of SEN and other records of SEN and provision from pupil's previous schools
- Information from primary school, KS2 Scores, baseline assessments of Y7 in Sept/Oct
- (Suffolk Reading Scale, Vernon Spelling, MIDYIS, Maths assessment)
- Analysis of scores and further diagnostic assessments undertaken if appropriate
- Whole school tracking data: progress reviews, reports, attendance, punctuality, behaviour logs, attainment
- Information from parents, parental concerns and parents' evenings
- Referrals to SEN through curriculum and pastoral channels
- Information from TAs
- Concerns raised at management meetings
- Pupil self referrals

## **Assessment**

Having identified a barrier to learning, we acquire detailed knowledge of 'where the pupil is' and to what extent they are making progress in order to be able to make appropriate provision or measure the impact of any strategies / interventions. This may be as a result of written, verbal or observed evidence.

## **Monitoring and Review**

There is constant monitoring and regular adjustment to provision. Formal evaluations and reviews are an integral part of the provision process. Teachers, Tutors and Teaching Assistants are fully included in the monitoring, evaluation and review process through assessments, reviews and reports. They are encouraged to provide full and honest appraisals of the impact the intervention has made on the child's learning and progress.

Data evidence and exam analysis data which indicates the impact of interventions and the progress of pupils is shared with teachers through Staff meetings and Curriculum meetings.

## **Evaluation, development and revision of policy**

The success of the policy, with particular reference to the Key Objectives for the year (stated in the SEN development plan) i.e. the effectiveness of

- identification
- assessment
- provision
- use of outside support services and agencies
- monitoring and record keeping
- feedback from pupils, parents, teaching staff, teaching assistants, other adults in school.

Any consultation with the LA, the Funding Authority and other schools

Significant changes in the policy following recommendations of the evaluation

## **Access Arrangements for pupils with special educational needs in public examinations**

- In examinations, Access Arrangements may be made for pupils who have on-going needs.
- Special Consideration may be given to pupils who have short-term needs.
- Access arrangements are designed to ensure access to examinations for pupils with certain disabilities and learning difficulties, without giving them unfair advantage over other pupils who do not qualify for them.
- Consideration of whether pupils qualify for access arrangements is given in accordance with the terms of the national regulations issued by the Joint Council for Qualifications (JCQ).
- Decisions at School level, including recommendations to the Awarding Bodies, are made by the head teacher as the Head of the Examinations Centre.
- No pupil has an automatic right to access arrangements. Parents may request such arrangements for their child and present factual information in support of their request. However the school will follow the formal procedure for the assessment of access arrangements as laid down by the regulatory body (JCQ). Parental opinion in itself is not evidence for the need for special arrangements.
- Responsibility for access arrangements and procedures rests with the SENCo. Assessments are carried out by the named Specialist teacher according to JCQ guidelines. The named specialist teacher maintains and updates records relating to access arrangements and keeps pupils, staff and parents fully informed.
- It is the responsibility of the Examinations Officer, together with the SENCO and Specialist Teacher to ensure that once granted, Access Arrangements or Special considerations are implemented

## **Staff Development and Performance Management**

The school performance management process offers a formal channel for development.

The school INSET committee monitors individual requests for support and development.

Departments plan for departmental and individual development needs

- The SENCO is made aware of all relevant courses
- The school INSET programme reflects the fact that all staff are teachers of special educational needs.

- All members of staff, including Teaching Assistants can request in-service training and development relating to special educational needs and disabilities through the performance management process.
- Teaching assistants are given INSET to ensure they have the necessary skills and expertise to fulfil their roles effectively and to enhance their qualifications
- Staff are encouraged to enhance their knowledge and skills and to advance their qualifications with regard to Special Educational Needs and Disabilities.
- Sixth Form students and volunteers are given advice on how to help and support pupils with whom they are linked for reading support
- NQTs, new teaching staff and new teaching assistants are informed on SEND Policy and practice as part of the induction programme
- SEN team meetings offer opportunities for INSET. This may be delivered by outside agencies and specialist colleagues.
- School INSET provides opportunities for departmental planning and training activities and, as appropriate, for discussion of whole school issues.

### **Partnership with Parents**

The School actively involves parents in all aspects of pupils' educational and social development. We will work with parents, taking into account their concerns and wishes in respect of children requiring special educational provision. Close liaison with parents of children with special educational needs will be maintained both formally and informally. For Pupils with Statements, parents are actively involved in the Statutory Annual Review.

### **Complaints Procedure**

Parents are requested, in the first instance, to discuss any concerns with the SEN co-ordinator. Should concerns persist, reference may be made to the Deputy Head with responsibility for SEN. Ultimately; parents may seek a review of the matter by the Governing Body.

### **Pupil Participation**

- Pupils, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their pupil profiles, discussing their choices, assessment of needs and in the review procedures.
- We encourage pupils to participate in their learning by being open about any areas which they find difficult, and by being included in the pupil profile.

### **Links with other schools**

The School is a strong supporter of the Dorking Schools Partnership (DSP) and has close links with all the state schools in and around the Dorking area. Excellent communication with feeder schools facilitates the movement of pupils from KS2 to KS3. Transition is further enhanced by the transfer of pupil information and records and a carefully planned transition project and induction programme. Arrangements for pupils transferring between schools are organised by the SENCo, and Heads of school, subject to the approval of the Headteacher.

### **Review**

The SEND Policy is reviewed annually by the Governing Body

Date: