



Special Educational Needs and Disabilities Policy

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Person responsible for review: SENDCo

Special Educational Needs and Disabilities

POLICY STATEMENT

At Droitwich Spa High School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

A DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES:-

A child or young person has special educational needs if they have a learning disability, which calls for special educational provisions to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:-

- Has a significantly greater difficulty in learning than the majority of the same age; or
- Has a disability, which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

The specific objectives of our SEND policy are as follows:

- Ensure that all students, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated.
- To identify students with special educational needs and disabilities and ensure their needs are met.
- Ensuring that Inclusive Quality First Teaching is delivered to meet the needs of all learners.
- To ensure the students with special educational needs and disabilities have access to all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and there is effective communication between parents and school.
- To ensure learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies where appropriate. Students will receive appropriate careers guidance and transition support.
- Staff will be trained and supported to ensure a high standard of SEND provision is maintained.
- There will be regular evaluation and review of the SEND provision.

POLICY GUIDELINES

Some students will demonstrate special educational needs during their time at DSHS. These are divided into four broad areas.

1. Communication and Interaction.

Students with Speech, Language and Communication needs (SLCN) have difficulty communicating with others. The profile for every child with SLCN is different and their needs may change over time. Children and young people (CYP) with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and also with language which can impact on how they relate to others.

2. Cognition and Learning.

Some students learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs including Moderate Learning Difficulty (MLD). Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and dysgraphia.

3. Social, Emotional and Mental Health difficulties.

Students may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn and isolated or displaying challenging or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, substance misuse, eating disorders or medically unexplained physical symptoms. Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

4. Sensory and/or Physical needs

Some students may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided in school. Some CYP with visual impairments (VI) or hearing impairments (HI) will require specialist support and /or equipment to access their learning. Some CYP with physical disabilities (PD) require additional and ongoing support and equipment to access opportunities available to their peers.

PRACTICE AND PROCEDURES

A whole school approach to Special Educational Needs and Disabilities

- All teachers are teachers of students with SEND. Teaching such students is therefore a whole school responsibility, requiring a whole school response.
- The policy provides for the integration of students with SEND throughout the school and for their right of access to the curriculum.
- All teaching and non-teaching staff should be fully aware of the school's procedure for identifying, assessing and making provision for students with SEND.
- All teachers should be aware of the range of needs that might arise in their classroom.

- All teachers should be responsible for the appropriate differentiation of materials used in their lesson.
- All teachers should adopt evidence-based strategies to ensure that lessons accommodate all learners (Inclusive Quality First Teaching).

To achieve the above, all teachers will have access to specialist help from the SEND department in order to:

- Develop assessment strategies.
- Create appropriate materials.
- Support students with Special Educational Needs and Disabilities.

ADMISSIONS ARRANGEMENTS FOR STUDENTS WITH SEND/DISABILITY

Droitwich Spa High School maintains its tradition and character as a comprehensive school; and as such, students are admitted without reference to ability, aptitude or disability. Droitwich Spa High School follows the Worcestershire County Council School admissions Code.

The full Admissions Policy can be found under the policy section on the portal.

All new students visit the school prior to admission. Parents are invited to an evening meeting when they are given the opportunity to meet the SENDCo. Appointments for detailed consultations are available on request.

Students are placed in a teaching sets based on the KS2 Statutory Assessment Tests (SATs), information from their feeder schools and a baseline assessment in English and Maths. During the first term all subjects will carry out formal assessments.

IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice (2014) states that early identification and assessment for any students who may have Special Educational Needs and Disabilities is a priority. To assist this process the school will:

- Liaise with the feeder Middle Schools at the transition stage when students with SEND are identified.
- Consult with parents at the New Parents' Evening.
- Screen the new intake for spelling, reading and comprehension.
- Screen the new intake for Cognition and Learning needs, using GL Assessment's Lass 11-15 programme.
- Through half termly intervention meetings, analyse pupil tracking data for individual students to identify any students who may have learning difficulties.
- Regularly monitor reading and spelling progress of all students with concerns in these areas.
- Monitor all new students whose results suggest a Specific Learning Difficulty.

Teachers will also follow Department strategy for identifying students with Special Educational Needs. Problems that develop later will be identified through school assessment procedures.

LEVELS OF SEND PROVISION AT DROITWICH SPA HIGH SCHOOL

Wave 1: Inclusive Quality First Teaching which considers the learning needs of all the pupils in the classroom.

Wave 2: Specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3: Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

INTERVENTION AT WAVES 2 AND 3

- 10 week intervention programmes focusing on dyslexia, English (offered in the English Department), mathematics (offered within the Mathematics Department), speech and language, reading, social skills support and anger management, which will be evaluated at the start and end of each programme for each student.
- Withdrawal from one option at KS4.
- Evidence suggests that certain literacy interventions for spelling and reading are more effective when conducted at more frequent but shorter period of time. Pupils will therefore be withdrawn from tutor times for 15-minute sessions on a regular basis (the frequency will depend on needs of individuals).
- Homework Club for students to attend and access support for completing homework.

PASTORAL SUPPORT AT WAVES 2 AND 3

- Nurture group for vulnerable pupils before school.
- SEND Break and Lunch club for vulnerable pupils.
- Inclusion club at The Centre before school, at break and lunch times.

ASSESSING AND MONITORING SPECIAL EDUCATIONAL NEEDS STUDENTS

Subject teachers, supported by the Head of Department, will make regular assessments of the progress of all pupils. Where students are falling behind or making inadequate progress given their age and starting point, they should be given extra support. If pupils continue to struggle to make progress despite high quality teaching targeted at their areas of weakness, the subject teacher and SENDCo will assess whether the child has a significant learning difficulty. Once a special educational need is identified, four types of action should be taken to put effective support in place, namely: Assess, Plan, Do, Review – this is the graduated approach called SEND Support.

SEND SUPPORT

A pupil receiving SEND Support will have an Individual Education Plan. SEND staff will meet with the student and parents to review progress and identify responsibilities of the parent, pupil and school. Where the student continues to make little or no progress despite well-founded support that is matched to the individual's area of need, the school will consider involving specialists, including those from outside agencies.

FORMAL ASSESSMENT

For a few students with more complex needs, the help given at SEND Support may not be sufficient to enable them to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies involved to refer the student to the LA for consideration for more formal assessment. This is termed a request for Statutory Assessment. An assessment can be requested by a parent, young person over 16 but under the age of 25 or the SENDCo.

EDUCATION HEALTH AND CARE PLAN (EHCP) (0-25 years)

As a result of the Statutory Assessment process, the LA may choose to issue an Education Health and Care Plan. This is a legal document, which sets out how the LA has determined and will provide for the Special Educational Needs and Disabilities of the individual students in consultation with parents. The EHCP must be formally reviewed at least annually.

PREPARING FOR ADULTHOOD

The LA must ensure that the EHCP review at Year 9 onwards includes a focus on preparing for adulthood. For the young person with the EHCP transition to KS5 or to higher education is well planned and is integrated with the annual reviews of EHCPs. All students, including those with SEND must have independent careers guidance.

WORKING IN PARTNERSHIP WITH PARENTS

Partnership with parents plays a key role in enabling students with SEND to achieve their potential.

A Local Authority must arrange for the parent of any student in their area with Special Educational Needs and Disabilities to be provided with advice and information about matters relating to those needs.

The Parent Partnership Service is now the SEND Information, Advice and Support Service.

It is the policy of the SEND Department to offer open access to parents.

The SEND Department prioritises partnerships with parents as it recognises that parents hold key information and have a critical role to play in their children's education. Parents have unique

strengths, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. They attend a new intake evening during the summer term before their children join Droitwich Spa High School. The SENDCo attends this meeting and is available for consultation.

Parents are encouraged to contact the school at any time should they have a problem or concern about their child and an appointment with the SENDCo will be arranged. Mr Duncan Hall can be contacted on his personal email halldc@droitwichspahigh.worcs.sch.uk.

Parents are informed of and invited to attend and participate in Individual Education Plan reviews. A direct e-mail to SEND administrator – harrisa@droitwichspahigh.worcs.sch.uk has been set up and parents now have the options of using e-mail, phone or letter to contact the department and be contacted by the department. All parents will be informed by email or letter of any action to be taken by the SEND Department.

LIAISING WITH OUTSIDE AGENCIES

The SENDCo meets with professionals from outside the school who can assist in planning for and supporting the Special Educational Needs Policy. This may include Educational Psychologists, Speech and Language Therapists, CAMHs, Complex Communication/Autism Team, School Nurse and School Doctor. Liaison with outside agencies can involve the Headteacher, a Deputy Head, Head of House and/or the SEND Co-ordinator. This may take place before the student enters the school or following a request for support by Droitwich Spa High School.

The SENDCo will test students then co-ordinate and liaise with student, parents and the exam secretary concerning any dispensation needed for tests and/or special arrangements for examination.

INDIVIDUAL STUDENT SUPPORT

Individual student support, both academic and social, is increasingly important in Droitwich Spa High School Special Educational Needs Department. We intend to develop this support to the full.

Students and classroom teachers are supported in their work by:

- a. Learning Support Assistants (LSA) designated to KS3 Access Classes
- b. Specialist LSAs leading withdrawal short-term intervention groups – Dyslexia, Speech and Language and literacy
- c. SEND break and lunchtime clubs
- d. Inclusion before school, as well as break and lunch clubs
- e. Literacy clubs at tutor time
- g. Homework club after school
- h. Literacy and SALT lessons 1:1 mentoring and social skills before school
- i. Nurture before school support.

In addition to carrying out work that will improve levels of literacy and numeracy, support will be given to help students overcome problems associated with social adjustment and emotional vulnerability which may be weekly mentor support.

ROLES AND RESPONSIBILITIES

THE ROLE OF THE HEAD TEACHER

The headteacher, Mr Jon Brook, has responsibility for:

- The management of all aspects of the school's work including provision for pupils with SEND and/or disabilities.
- Keeping the governing body informed about SEN and/or disability issues.
- The link leadership member with the SEND personnel within the school.
- Ensuring that the implementation of the policy on the whole school is monitored and reported to governors.

THE ROLE OF THE GOVERNING BODY

To have regard to the SEND Code of Practice (2014) when carrying out its duties towards all students with Special Educational Needs.

The Governor with special interests for students with SEND is:

Mrs Karen Moore.

It is the intention of this governing body to ensure that all students have the opportunity to join in the activities of the school, so far as that is reasonably practical and compatible with the student receiving the necessary Special Education provision, the effective education of the other students in the school and the efficient use of resources. This will be achieved by:

- Deciding with the head teacher the school's general policy and approach to meeting students' special educational needs for those with and without EHCPs.
- Being fully involved in developing and monitoring the school's SEND Policy.
- Ensuring that all Governors, especially the SEND Governor, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personal resources are deployed.
- Ensuring SEND is an integral part of the school improvement plan.
- Continually monitoring the quality of SEND provision.
- Ensure parents are notified if the school decides to make special educational provision for their child.
- Ensuring that all departments in the school have regard to the SEND Code of Practice.
- Providing adequate qualified staff for students with SEND and identifying a SENDCo.

- Including in the School Profile to parents, a section on the school's SEND policy, any changes to the SEND policy, the result of any consultations with the LA and other schools and resources.
- Providing arrangements to deal with any concerns expressed by parents of students with SEND concerning provision made by DSHS. Please refer to the Whole School Complaints Policy.
- Taking reasonable steps to increase or assist access to the school by students who are disabled.

FACILITIES AND ACCESS FOR DISABLED STUDENTS

There is significant access for disabled students, parents and visitors at Droitwich Spa High School -

- There are three non-gender specific toilets, one in reception, one in the humanities block and one in the PE block.
- A lift to the classroom block.
- All sports facilities can be accessed. There is a purpose built ramp into the main Sports Hall with electric doors leading into the building.
- There is wheelchair access to all the Design and Technology Workshops, eight Science Laboratories, the Religious Education Department, Physical Education Department with 2 extra wide Disability Discrimination Act (DDA) cubicles, Music facilities and Home Economics Department with rise and fall worktops.
- Non DDA compliant lift in concourse with access to sixth form and upper Science first floor and sixth form study area.
- All the Dining Hall facilities in the school are fully accessible with 2 DDA compliant lifts to access Maths department.
- The School Library is on the ground floor providing double door access to extensive computer and full Internet facilities.
- Disabled parking provision at the front of the main school and at the end of school by the PE block.
- Bathroom management area (BMA) in the current boys WCs adjacent to the main school entrance and to the rear of the Sports block, adjacent to the Boiler House.
- Two general purpose Science Labs with PSEND provision on the ground floor of the Science block.
- The Library and Refocus room both with PSEND provision in a new block adjacent to the current D&T block.
- Ramped access to the fire escapes at the rear of the D&T block, to the Library/IT/food tech block and in the Sports block.
- Wide doorways and a ramped egress to the fire escapes in the SEND block.

THE ROLE OF THE SEND COORDINATOR [SENDCo]

The SENDCo, Mr Duncan Hall, has the responsibility for the day-to-day operation of the school's SEND policy and for coordinating provisions for students with SEND, particularly through the graduated approach to SEND Support Education Health and Care Plan. Primary duties include: -

- Liaising with the Headteacher.
- Liaising with Middle Schools to discuss individual student's needs, record keeping and assessment.
- Liaising with Deputies, Heads of House, Head of Sixth Form, Head of Departments, Tutors and Class Teachers concerning:
 - The needs of individual students
 - Screening of students at Key Stages 3, 4 and 5
 - Individual Education Plans
 - Behaviour modification techniques for individual students
 - CPD relating to Inclusive Quality First Teaching techniques
 - Differentiation
 - Input to Pastoral Support Plans
 - Learning Support Assistants
 - Effective use of support staff
 - Special arrangements for examinations for SEND students KS3, KS4 and KS5.
 - Referrals, reviews and record keeping.
- Maintaining a school SEND Register listing priority concerns for students on SEND Support, Statutory Assessment and Education Health and Care Plans.
- Ensuring that parents are informed when a special need is identified and that they are notified of any decision by the school that SEND provision is being considered for their child.
- Encouraging parents of children whose names are included in the SEND register to participate from the outset and throughout their child's education at school.
- Liaising with parents of SEND students through:
 - Attendance at New Intake evenings
 - Attendance at other parents' evenings
 - Contact with parents concerning referrals, action taken and monitoring
 - Individual Education Plan [IEP]
 - Individual Special Arrangement Plan (ISAP)
 - Education Health and Care Plan of SEND.
- Ensuring that parents and students are enabled and encouraged to participate in all decision making processes, knowing that their views are valued and their opinions heard, including:
 - Ownership of their own IEP

- Ownership of their own ISAP
 - Setting learning targets and contributing to personal plans
 - Contributing to the assessment of their needs
 - Contributing to the Annual Review
 - Being fully involved in transitional planning.
- Overseeing procedures for:
 - Managing SEND Learning Support Assistants
 - Screening and diagnostic testing
 - Maintaining a school commitment to the promotion of reading and understanding as a priority skill at all levels of ability
 - Collecting and collating necessary evidence for referrals
 - Overseeing and maintaining the records on all students with special educational needs. Testing and making applications for Access arrangements for candidates with learning difficulties.
 - Producing Special Arrangement Plans for the examinations for SEND students.
 - Liaising with external agencies including:
 - Speech and Language Therapy Service
 - Careers Advisors
 - Autism Team
 - CAMHS
 - Children and Young People's Family Services
 - Occupational therapy
 - Visual Impairment Team
 - Hearing Impairment Team
 - School Nurse

SUPPORTING LOOKED AFTER CHILDREN (LAC)

The member of staff responsible for overseeing the care and support of LAC is Mr Jamie Broughton.

The Designated Persons responsibilities are as follows –

- Advocate / champion for the Looked After Learner.
- Close liaison with Social Care teams.
- Coordination of support and liaison with professionals.
- Staff training.
- Encouragement for LAC to attend extra-curricular / OHL opportunities.
- Co-ordinate a response with the appropriate agencies should there be a need.
- Any other relevant support and attendance / preparation for the following meetings –
 - Personal Education Plans (PEP) taking into account any Special Educational Needs, additional needs through a Pastoral Support Plan (PSP) or any other relevant plan.
 - Looked After Child reviews chaired by an Independent reviewing officer.

THE ROLE OF THE PASTORAL MANAGERS

The Pastoral Managers are non-teaching staff who are therefore able to dedicate all of their time to the pastoral care of students. This care covers issues taking place both at home or in school, ranging from bereavement to bullying. The Managers work very closely with the Heads of House as well as mentoring students, running lunchtime activities, responding to Emergency Calls and staffing detentions.

THE ROLE OF THE HEAD OF INCLUSION

This role is to develop programmes working with the SENDCo for vulnerable students. The Inclusion Centre has a tailored programme of pastoral support put in place to support students in their social development and curriculum access.

Extra-curricular, break and dinner time activities are integral to this support.

THE ROLE OF THE HEAD OF DEPARTMENT

Each department will be made aware of the school's policy for Special Educational Needs and Disabilities.

Departments are responsible for meeting the needs of students through the differentiated curriculum and differentiated teaching styles and will:

- Outline clear strategies for the early identification of students with SEND.
- Provide assessment procedures.
- Identify provisions available within the Department
 - Inclusive Quality First Teaching
 - Differentiated materials
 - Suitable teaching and learning styles
 - Support teaching
 - Suitable resources
 - Appropriate use of Learning Support Assistants (LSAs)
- Supply information on the keeping of evidence and records of student's progress (including specific arrangements for students with an Education Health and Care Plan).
- Develop strategies for evaluation.
- Ensure that the class teacher has an Individual Education Plan for each student registered at SEND Support or above according to the SEND Code of Practice.
- Ensure that a personal copy of the IEP for each student is made available if there is a change of classroom teacher.
- Ensure that all staff, including any new members of the department can access the SEND policy.

THE ROLE OF HEAD OF HOUSE

The Head of Year 8 and the Heads of House will be aware of the school's policy for Special Educational Needs and Disabilities and will liaise and keep the SENDCo informed on matters concerning those students with SEND e.g.:

1. Contact with parents.
2. Information gained from Middle Schools.
3. Setting arrangements.
4. Contact with outside agencies.
5. Referrals for, medical conditions, poor attendance etc.
6. Any SEND concern registered by tutors.
7. Be involved in the review process and attend when appropriate the Annual Review or Transitional Review for students who have Education Health and Care Plan of SEND.

THE ROLE OF THE TUTOR

Tutors will be aware of the school's policy for students with SEND and will report to the Head of House any student that they feel has a Special Educational Need or Disability. If any further action is needed the Tutor will refer the student to the SENDCo for further consultation. The tutor will be provided with a copy of the IEP and review statement and will liaise with the subject teachers as and when appropriate.

THE ROLE OF THE SUBJECT TEACHER

The subject teacher is responsible for the progress and for meeting the needs of all students in their class. Inclusive Quality First Teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. All staff must be familiar with the school policy for SEND and know their department's approach to Special Educational Needs. The subject teacher is responsible for:

- Gathering information about a student and making an initial assessment of the student's Special Educational Needs within their subject and report findings to their Head of Department.
- Providing special help within the normal curriculum framework and exploring ways in which increased differentiation within the classroom might better meet the needs of the individual student.
- Monitoring and reviewing the student's progress.
- Putting into practice student's Individual Education Plan (IEP) following consultations with SENDCo, parents and students as appropriate.
- Reporting on the progress achieved on the student's IEP and returning to the SENDCo on the date due for review.

THE ROLE OF SUPPORT STAFF

Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and/or disabilities. Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

INSET REQUIREMENTS

In developing a whole school policy for Special Educational Needs. Through their subject departments, staff will identify areas in which they require support and training. Training will be provided in the following ways:

1. By the SENDCo and other staff in the school who have relevant experience and training.
2. By in-school training provided by the LA or other relevant agencies.

Training will also be provided for Learning Support Assistants by:

3. In-house courses provided by the SEND staff.
4. Courses provided by the LA and other relevant agencies.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss their concerns with the SENDCo. In the event of a formal complaint, parents are advised to contact the head teacher, or the SEND governor if they prefer.

The full Parental Complaint Procedure document can be found under the policy section on the portal.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice in departmental reviews.
- Analysis of pupil tracking data and test results for individual students and cohort.
- Value-added data for students on the SEND register.
- School self-evaluation.
- Feedback from students, parents and staff, both formal and informal, following meetings to produce IEPs and at Annual Reviews of Education Health and Care Plans.
- Evaluating the impact of each time limited intervention.

Droitwich Spa High School and Sixth Form Centre takes its responsibilities as a data controller and data processor seriously and are committed to using any personal data collected and held in accordance with the law. The schools policies, privacy notices and forms in relation to personal data are available for you to view on our web site at www.droitwichspahigh.worcs.sch.uk or by using the <https://public.droitwichspahigh.worcs.sch.uk/privacy>. The School's Data Protection Officer is the *Governance Manager* who can be contacted at Droitwich Spa High School and Sixth Form Centre, Briar Mill, Droitwich, WR9 0AA or by email at privacy@droitwichspahigh.worcs.sch.uk