



# SHENFIELD HIGH SCHOOL

## SEND POLICY AND INFORMATION REPORT

<b>Approved by:</b>	Governing Body	<b>Date:</b>
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<b>Last reviewed on:</b>	20 <sup>th</sup> September 2022
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<b>Next review due by:</b>	20 <sup>th</sup> September 2023
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## 1. Aims

Our SEND policy and information report aims to:

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

Shenfield High School is a mixed academy whose focus is learning for life. Through our inclusive policies, joint working with a range of agencies and our clear knowledge of pupils, we are able to ensure that the needs of our young people are met in a clear and solution focused manner. We work closely with parents and young people to ensure that support is bespoke, targeted and measurable ensuring at all times that the outcomes for our young people are clear.

Shenfield High School takes a whole school approach to the inclusion of students with a range of learning and medical needs. The school recognises that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 or mainstream post-16 institutions.

This is defined in the Code of Practice (2014). The school makes provision in accordance with the Code of Practice (2001 / 2014); The SEND and Disability Act (2001), The Discrimination and Disability Act (2006), The Equality Act (2010) and the Children and Families Act (2014).

The school is committed to ensuring accelerated progress of vulnerable and disadvantaged students, which requires focus on mentoring and additional support in a range of forms.

## 2. Legislation and guidance

All schools:

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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 the 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

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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss E Smith

Email address: [e.smith@shenfield.essex.sch.uk](mailto:e.smith@shenfield.essex.sch.uk)

They will:

- Work with the Headteacher 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 (LA) and its support services
- Liaise with potential next providers of education 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

### **4.2 The SEND governor**

The SEND governor, Mr. D Churchill 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 Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- SENCo and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

There are four transition points that students will go through during their time at the school.

These are;

- Transition to the school at the end of year 6;
- Transition to Key Stage Four;
- Transition to Key Stage Five, College, Work or another Educational Placement;
- Transition to Higher Education or work.

The school operates the following protocols to assist students and their parents, in these times:

#### **Transition to the School at the End of Year 6**

Parents are encouraged to contact the school as soon as possible (from the end of Year 5 onwards) if they are thinking of sending their child to Shenfield High School and they have SEND. This allows forward planning for young people and a clear understanding of their needs to be developed. Meetings can be booked with the SENCo, or a member of the Learning Support Team, by contacting the SENCo, Miss E Smith [e.smith@shenfield.essex.sch.uk](mailto:e.smith@shenfield.essex.sch.uk) These meetings will focus on the young person and their needs. These meetings usually involve a tour of the school. There is also an opportunity to speak to members of the Learning Support Team on the Open Evening and the Open Mornings that take place in the Autumn Term.

SENCo or members of Learning Support will attend Annual Reviews in Year 6 to discuss the arrangements for the transition of students with a Statement of Special Educational Needs.

Parents and primary schools are asked to fill in questionnaires which give us information about individual needs and strategies that are currently in place. These may be continued when a young person arrives at the school.

Parents are invited into school to have meetings with SENCo or members of school staff. The SENCo will be around in this time to discuss SEND issues with parents and young people.

The school operates Additional Visits for students with SEND or who are vulnerable. This means that students and their parents can visit the school as many times as they feel that they need to in the Summer Term so that they feel comfortable and confident within the buildings. It also gives students and primary school staff a chance to meet key Shenfield High School staff who will form part of their support team.

There will be an opportunity for Year 7 Parents to meet with SENCo or members of the Faculty of Learning Support early in the Autumn Term.

The Faculty of Learning Support liaise with the Pastoral Team to ensure that individual needs are being met and that the support that is in place is having the desired impact.

#### **Students Transferring to Key Stage Four**

The Faculty of Learning Support liaise with the Pastoral Team to ensure that young people are placed on the correct pathway for them and that support is continual and consistent where required.

At this point, there will be advice and guidance from the school's Careers Guidance Team – given in an independent manner – to look at forward planning and next steps.

In the case of young people with Education, Health and Care Plans, an advisor from Children and Young People with Disabilities Team Transition Pathways (a service provided by Essex County Council) will be assigned and will work with parents and young people to look at the routes that are available for next steps and/or further study. This is with a clear focus on steps to the age of 25 in a range of educational establishments.

#### **Students Transferring to Key Stage Five or Further Education**

The Faculty of Learning Support liaise with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEND is transferring to another educational provider, the school work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the further education establishment and through their own policies and procedures.

## **Students Transferring to Higher Education**

The Faculty of Learning Support liaises with the Pastoral Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEND is transferring to higher education, the school, where possible, will work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the Higher Education Provider and through their own policies and procedures.

At all stages, students with an Education, Health and Care Plan are transferred through Essex County Council Transition Plans which involve a range of outside professionals where necessary.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Thinking Reading Intervention
- Catch Up Literacy
- Corrective Reading – Comprehension intervention
- Zones of regulation
- Anxiety small group intervention
- Self Esteem small group intervention
- Friendship small group intervention
- Anger Management small group intervention
- Adult mentoring
- Nurture Form group

### **5.7 Adaptations to the curriculum and learning environment**

Working with our partners in the school, the Faculty of Learning Support is able to provide adaptations to the curriculum to meet the educational and physical needs of our young people.

#### **Physical Adaptations to the Learning Environment**

The building is fully accessible for young people with physical impairments. Adaptations include:

- Lifts to sections of the building above the ground floor;
- Disabled toilets;
- Hoist systems to move young people in and out of wheelchairs;
- Ramps to all sections of the school;
- Height-adjustable tables;
- Large classrooms to accommodate large mobility aids.



We work closely with our partners in the National Health Service and at Essex County Council to accommodate any mobility aids that a young person may need while in a mainstream setting.

### **Curriculum Adaptations**

Shenfield High School is committed to providing Shenfield Learning for Shenfield Learners. This involves using a range of internal resources to provide additional and often bespoke curriculums for young people.

This includes withdrawal programmes (as detailed in this policy) as well as developing support structures within classrooms. All teachers are expected to differentiate to meet young peoples' needs and ensure that they can access the curriculum diet that is provided through quality first teaching.

Bespoke curriculums are developed through our vocational learning programmes and our support for vulnerable youngsters. These are:

#### **Vocational Pathway**

This is a programme for Key Stage Three students looking at learning and engagement with school in a more practical learning environment. This allows young people to develop key life and social skills while at the same time engaging with staff and peers to ensure that academic and social needs are met.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

The school follows the Graduated Approach that is detailed in the Code of Practice (2015).

All young people who are on the SEND List are identified as needing "SEND Support" and the progress of this group of students is monitored as they move throughout the school.

The school does not endorse or use one-to-one support, unless there are severe medical needs where a young person is incapacitated in some way (such as a physical impairment where the use of limbs is limited in some way). This is based on research evidence from the EEF (Education Endowment Foundation) which shows that this has limited impact on development and in many cases can be detrimental to the young person.

The school operates an Intervention Based Model which is led by the SENCo.

We have 9 teaching assistants who are trained to deliver interventions such as Thinking Reading, Corrective Reading, Catch Up Literacy and zones of regulation.

Teaching assistants will support pupils on a 1:1 basis when a young person has a severe medical need, where the young person is incapacitated in some way.

Teaching assistants will support pupils in small groups when student's needs are identified and referred to take part in small group interventions, such as zones of regulation, anxiety and self-esteem.

We work with the following agencies to provide support for pupils with SEND:

- The NHS (Paediatricians, Physiotherapists, Occupational Therapists etc);
- Specialist Teachers;
- Educational Psychologists;
- Extended Schools – Brentwood;
- Emotional Well-being and Mental Health Services (EWMHS);
- Family Solutions;
- Social Care – both child and adult services;
- Virtual Schools;
- Essex Achievement Service;
- Children and Young People with Disabilities Service;
- Essex Police;
- Essex Fire Service;
- Local youth volunteer services;
- Local charity services.

### **5.9 Expertise and training of staff**

We have a team of 9 teaching assistants, including 7 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Thinking Reading, Catch Up Literacy, Corrective Reading and Catch Up Numeracy.

We use specialist staff for teaching small group interventions, providing physiotherapy on a daily basis to our young people with physical needs and conducting access arrangement testing in line with JCQ guidelines.

### **5.10 Securing equipment and facilities**

Shenfield High School are committed to keeping all specialist equipment safe and secure. The learning support department ensure that all equipment used is checked in and out and where applicable agreements are signed between staff and students, such as a laptop agreement to ensure equipment and facilities are used appropriately.

### **5.11 Evaluating the effectiveness of SEND provision**

Resources must be allocated in order to meet the need of young people and to ensure that they are able to access the curriculum and make a minimum of expected levels of progress across the two key stages in the school.

#### **Interventions – Impact and Outcomes**

For all interventions, an assessment will be made at the beginning, during and at the end of the intervention. This allows the Faculty of Learning Support to be able to measure the impact that the intervention has had, ensuring that the intervention is working in the way that we want it to, while ensuring value for money.

The impact measurement that is used will depend on the intervention that has been put in to place, the reason for this intervention and the outcomes that we wanted. The following methods can be used to measure impact of interventions:

- Academic data (levels and/or GCSE Grades);
- Reading Ages;
- Spelling Ages;
- Behaviour points;
- Achievement points;
- Attendance;
- P Scales;
- Well-being;
- Essex Progression Guidance.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Young people with SEND are encouraged to take part in all extra-curricular activities that the school offers. This includes school trips. The school will make all reasonable adjustments to allow all students to participate in any activities that they want to attend. SENCO or members of the Faculty of Learning Support are available to give advice on ways that this can be achieved.

Whenever any form of extra-curricular activity is planned, it is the responsibility of the organiser to ensure that this activity is accessible, where possible, and that all reasonable adjustments are made.

When teachers arrange trips off site, SENCO or members of the Faculty of Learning Support must be consulted to ensure that adequate levels of support are in place to enable all students to attend.

The Faculty of Learning Support operates SPACE Club every break and lunch time to give vulnerable students access to a Safe Haven within the school where they can feel safe and take part in activities that are arranged.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on trip(s) and visits

All pupils are encouraged to take part in extracurricular provision

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The admission of students with an EHC plan is detailed in our admissions policy.

The steps we take to ensure pupils with SEND are able to access the whole curriculum and facilities is detailed in our accessibility plan which covers how we:

- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We have an extensive pastoral support team who are available with support
- Pupils with SEND are encouraged to be part of the school leadership teams
- Pupils with SEND are also encouraged to be part of extracurricular clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school is committed to working with a range of professionals from outside agencies to improve outcomes for young people.

We are happy to work with professionals from outside agencies in school as long as our safeguarding procedures are followed and professionals on site follow all of our policies.

If you want a professional that has been privately commissioned to come into the school, this must be discussed with the Assistant Headteacher: Inclusion before any arrangements are made.

We have a history of working with a wide range of Outside Agencies to provide targeted and measureable outcomes for young people. These agencies have included:

- The NHS (Paediatricians, Physiotherapists, Occupational Therapists etc);
- Specialist Teachers;
- Educational Psychologists;
- Extended Schools – Brentwood;
- Emotional Well-being and Mental Health Services (EWMHS);
- Family Solutions;
- Social Care – both child and adult services;
- Virtual Schools;
- Essex Achievement Service;
- Children and Young People with Disabilities Service;
- Essex Police;
- Essex Fire Service;

- Local youth volunteer services;
- Local charity services.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCo in the first instance. If the concern cannot be resolved, then they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Essex SEND information, Advice and Support Service (SEND IASS)

Email: [send.iasss@essex.gov.uk](mailto:send.iasss@essex.gov.uk)

Helpline number: 01245 204338

### **5.17 Contact details for raising concerns**

The school strives to provide outstanding support to young people and parents at all times. In the rare event that a parent or young person would like to raise a concern about the work of the Faculty of Learning Support, a complaint should be made in line with the complaints policy. In most cases, the first point of call should be the school's SENCo, Miss E Smith.

The school is fully committed to working with parents and young people to resolve any issues to the satisfaction of all parties.

### **5.18 The local authority local offer**

Our contribution to the local offer is:

We provide small group interventions based on identified need.

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy