



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

**John Kyrle High School Date agreed by Trustees: January 2020**

Our vision for children and young people with SEND is the same as for all children and young people: that they achieve well in school and lead happy and fulfilled lives.

Our aspiration for our students is for them to be Happy, Healthy, Successful within a truly safe, inclusive and comprehensive school.

### **1) Aims of this SEND policy**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to ensure access to a rich and broad curriculum and the physical environment of the school
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To ensure that children and young people with SEND engage in the education, benefits, facilities, activities of the school and the wider environment alongside students who do not have SEND
- To ensure every step is taken to prevent children and young people with SEND from being treated less favourably than others
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication & interaction
  - Cognition & learning
  - Sensory/physical needs
  - Social, emotional, mental health
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- To support students with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To work in cooperation and productive partnership with the local authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## 2) What are special educational needs or a disability (SEND)?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

*SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is’ ...a **physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

## 3) Arrangements for the admission of children and young people with SEND

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEND of students at this school
- For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
  - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources
- Before making the decision to name our school in a child’s EHCP, the local authority will send the headteacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget)

## 4) When do children and young people need additional help?

- Concerns are raised by parents/carers, external agencies, teachers, teaching assistants or the student’s previous school, regarding a student’s level of progress or inclusion
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected progress
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:

Communication & interaction  
Cognition & learning  
Sensory/physical needs  
Social, emotional, mental health

**5) What should a parent/carers do if he/she thinks their child/young person may have special educational needs?**

- If parents/carers have concerns relating to their child's learning then please initially discuss these with your child's subject teacher, form teacher or head of year. This may result in a referral to the school SENCo whose name is Mrs Trixie Clarke and whose contact details are [trixieclarke@jkhs.org.uk](mailto:trixieclarke@jkhs.org.uk) Tel: 01989 764358
- Parents/carers may also contact the SENCo or the headteacher directly if they feel this is more appropriate
- All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

**6) How will the school support a child/young person with SEND?**

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced and increase their access to the rich and broad curriculum
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:
  - Classroom learning walks by: heads of departments, the senior leadership group, the SENCo, external verifiers
  - On-going assessment of progress made by students with SEND
  - Work sampling and scrutiny of planning to ensure effective matching of work to student need focusing on learned knowledge and skills
  - Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
  - Student and parent/carers feedback on the quality and effectiveness of interventions provided, support given and adjustments made
  - Attendance and pastoral records
- Students' attainments are tracked using the whole school tracking system and those failing to make expected progress are identified quickly. Students are then discussed in monitoring meetings that are undertaken between department staff, SENCo, heads of year, members of the senior leadership group as deemed appropriate and, if appropriate, the student themselves
- Additional action to increase the rate of progress will then be identified and recorded. If appropriate, the teacher will be advised by the SENCo of additional strategies to further support the success of the student
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. Action relating to SEND support will follow an assess, plan, do and review model:
  - Assess:** Data on the student held by the school will be collated by the subject teacher in order to make an accurate assessment of the student's needs.

Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If a review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents/carers and the student, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.

**Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’/carers’ aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment, and adjustments made.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the student.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carers’ permission has been obtained and may include referral to:

Specialists in other schools e.g. special schools

Learning Support Team

Behaviour Support team

Hearing Impairment team

Visual Impairment team

Autism and Sensory Support

Educational Psychology Service

Physical and Disability Support Service

Social Care

School Nurse

Child and Adolescent Mental Health Service

Counselling services

Youth worker

Strong Young Minds

In addition, the school will involve external agencies, as appropriate, for advice on meeting the needs of students with SEND and in further supporting their families.

For a very small percentage of students whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to

conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

**7) How are the school's resources allocated and matched to children's/young people's special educational needs?**

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of students with SEND
- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority, who have ceased to be looked after by the local authority or whose parents are in the Armed Services
- For those students with the most complex needs, the school may be allocated additional educational needs funding from the local authority high needs SEND funding allocation

**8) How will the curriculum be matched to each child's/young person's needs?**

- Teachers plan tasks to ensure progress through high-quality teaching for every student in the classroom
- When a student has been identified as having special educational needs, the curriculum and the learning environment may be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum which focuses on learned knowledge and learning skills
- These adaptations may include strategies suggested by the SENCo and/or external specialists
- In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional help

**9) How will parents/carers know how their child/young person is doing?**

- Progress towards any identified outcomes will be shared with parents/carers termly through feedback meetings with the SENCo as well as through the school reporting system and progress reviews
- Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, head of year, the SENCo or a member of the senior leadership group at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The contact number is **01989 764358**.

**10) How accessible is the school environment and the facilities provided to help children and young people with SEND to access the school?**

The following adaptations have been made to the school environment:

- Disabled parking spots marked and located next to the school reception
- Ramps have replaced the two steps into school to ensure the site is accessible to all
- Access to the building – push button at ground level
- Automatic doors have been installed in several entrances to the school
- Ramps and handrails, where appropriate
- Fall and rise tables, when required

- Marking of uneven ground/protruding columns to assist visual impairment
- Evacuation chairs in an emergency
- Alternative changing room available
- Several toilets have been adapted to ensure accessibility for students and visitors with a disability
- A 'pod' to assist students who have high needs. There are toilet facilities within the 'pod' as well as a hoist and a room used by health professionals alongside students
- A room has been provided in order to enable a safe place for insulin testing/injections
- Intervention Centre (WyeLearn) to improve independent study as well as targeted support where appropriate
- There are two lifts ensuring access to upper floor classrooms

The school has an accessibility policy and is committed to making the school and the curriculum inclusive and accessible for all.

### **11) What support will there be for children's/young people's overall wellbeing?**

The school offers a wide variety of pastoral support for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to develop the knowledge, skills and attributes to keep children and young people happy, healthy and safe and to prepare them for life and work
- Pastoral Support Officers are available in both lower and upper school
- The SENCo is also the head of lower school, Designated Safeguarding Lead and the wellbeing lead as well as the looked after young person lead
- An Early Help offer is available should a family require further assistance
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and assistance is given to develop their social interaction skills
- An anti-bullying ambassadors group is in place and representatives from each year group are actively involved
- A Mental Health and Wellbeing Steering Group meets regularly within school. The group is linked with Health Watch England
- Wellbeing staff ambassadors have been trained by CLD counselling
- The school nurse runs a weekly drop in clinic
- CLD youth counselling hold a surgery in school
- Strong Young Minds have a good relationship with our school as do Teens in Crisis
- A young carers' association meets at John Kyrle on a regular basis
- External agencies are contacted should students, parents/carers require further advice and support

## **12) Safeguarding of students with SEND**

All staff have an awareness of safeguarding issues, eg bullying, including cyberbullying, peer-on-peer, sexual violence, sexual harassment, sexual exploitation, domestic violence, drugs, fabricated or induced illness, gangs and youth violence, hate, mental health, preventing radicalisation and trafficking. Safeguarding remains job #1 at all times.

## **13) Students with medical needs (Statutory duty under the Children and Families Act)**

- Students with medical needs will be provided with a Health Care Plan, compiled in partnership with their medical professional and parents/carers and, if appropriate, the student themselves
- Staff who administer and supervise medications, complete formal training as do staff who work with students and young people in the classroom
- All medicine administration procedures adhere to The Department of Education (DfE) guidelines included within *Supporting students at school with medical conditions* (DfE) 2015. [Supporting Students with Medical Needs Policy](#)

## **14) What training do staff supporting children and young people with SEND undertake?**

The school is committed to supporting staff through both in-house training covering a wide range of training needs and also external courses

## **15) How will the school prepare/support my child/young person when joining or transferring to a new school?**

A number of strategies are in place to enable effective student transition. These include:

- A planned induction programme is delivered in the summer term to support transfer for students starting school in September
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Opportunity is given to discuss any concerns that parents/carers have
- A member of the SEND team contacts primary schools to discuss students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry
- If students are transferring from another setting, the previous school records will be requested immediately. Additional transition visits can also be arranged
- SENCo attends reviews of EHCPs from Year 5 when invited

## **16) Careers Advice:**

- The school adheres to Careers Guidance and access for education and training provision: *Statutory guidance for governing bodies, school leaders and school staff January 2018 and careers guidance: Guidance for further education colleges and sixth form colleges February 2018*. This places a duty on schools to secure independent careers guidance for all Y7 – Y13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education,

training and work to people of all ages. <https://nationalcareerservice.direct.gov.uk>

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society. [View JKHS Careers page](#)
- The Careers advisor is also able to offer further impartial advice. Her name is Mrs Hayley Knapper and her contact details are [hayleyknapper@jkhs.org.uk](mailto:hayleyknapper@jkhs.org.uk). Telephone: 01989 764358

#### **17) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting needs, please contact the following:

- Your child's subject teacher and/or head of department
- The tutor
- The head of year
- The SENCo
- The headteacher
- For complaints, please contact the School Trustee with responsibility for SEND. Her name is Kate Nicholls and she can be contacted via [carolstraughan@jkhs.org.uk](mailto:carolstraughan@jkhs.org.uk)

#### **18) Support services for parents/carers of students with SEND include:**

- Herefordshire SEND Information and Advice Service offer independent advice and support to parents/carers of all children and young people with SEND. Tel: 01432 260955.
- This service will also provide information on how to access an independent supporter for those parents/carers whose children are being assessed for an EHCP. Independent supporters aim to provide guidance to parents/carers regarding the EHCP process.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the local authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

#### **19) Information on where the Local Authority's Local Offer can be found**

<https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer?q=local%20offer&type=suggestedpage>

#### **References**

The **SEND Code of Practice** (January 2015). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.



***Review***

This policy will be reviewed annually with the relevant staff and agencies. The Chair of Trustees will be appraised of incidents.

Senior Leadership Group member:	Trixie Clarke
Link Trustee:	Kate Nicholls
Reviewed:	January 2020