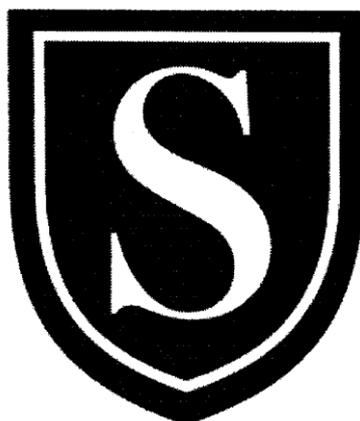


Southam College



SEND Policy 2018

Chair of Governors signature

Karen Bawle

Headteacher's signature

S Kingham

Ratified: January 2018

Review: January 2020

S Kingham



Stowe Valley Multi Academy Trust
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The Vision of Southam College:

Our vision is to instil in all our students a belief that they can achieve any goal by working hard and having the highest expectations of themselves in everything they do. At Southam College, we aim to meet the educational needs of every student and encourage them to 'be the best they can be'. We strive to create a positive ethos which promotes inclusion of all students to achieve their full potential. We are committed to ensuring all pupils have access to a broad and balanced curriculum. We encourage all our staff to deliver high quality teaching that is differentiated and personalised to ensure their lessons respond to the strengths and needs of all pupils.

Definition of Special Educational Needs and Disabilities (SEND):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2014

To achieve our vision we will:

- Work within the guidance provided in the SEND Code of Practice, 2014
- Co-ordinate a whole school approach to the management of SEND and strive to achieve maximum inclusion whilst meeting individual needs
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- Work in partnership with parents / carers; sharing information on children's progress and their individual needs
- Liaise with outside agencies who provide specialist support where necessary
- Continuously develop the practice and deployment of resources to meet the needs of all students with SEND
- Value the views and wishes of students with SEND
- Provide appropriate and effective training and support for teachers and support staff

Roles and responsibilities:

SEND Governor: The school has a designated Governor who has responsibilities for SEND at Southam College.

Head of Learning Support: The Head of Learning Support is responsible for the arrangements of SEND provision throughout the school.

Our Head of Learning Support will:

- manage the day to day operation of the SEND policy
- co-ordinate the SEND register
- manage arrangements for monitoring, reviewing and evaluating the effectiveness or provision for SEND students
- provide advice and guidance to colleagues on a wide range of SEND issues
- ensure all staff, including Learning Support Assistants, have the appropriate training to meet the needs of students with SEND
- liaise with parents/carers of children with SEND
- liaise closely with the school's behaviour systems and Refocus Centre
- lead the team of Learning Support Assistants
- maintain an overview of and develop strategies to effectively provide for students with SEND

Assistant Head of Learning Support: The Assistant Head of Learning Support is directed by the Head of Learning Support to support the arrangements of SEND provision throughout the school.

Learning Support Assistants: Learning Support Assistants support students with SEND to gain access to the curriculum and support teachers in meeting the learning needs of students. Learning Support Assistants are allocated to support groups where there are students with a 'Statement of Special Educational Needs', students with an 'Education, Health and Care Plan' or other students that are identified by the SEND register. Southam College ensures that the support allocated to students with a 'Statement of Special Educational Needs' or 'Education, Health and Care Plan' meets the levels of support required as stipulated in their provision. Support can be allocated to any subject area but focuses initially on the core subjects of English, Maths and Science.

Learning Support Assistants' Key Responsibilities:

- to work with students with SEND to enhance specific skills as directed by the Head of Learning Support

- to support students with SEND in the classroom as directed by the class teacher
- to monitor, review and keep records of SEND students
- to liaise with the Head of Learning Support / Assistant Head of Learning Support about students on the SEND register
- to provide information about SEND students that may contribute to the review of Pupil Passports and Annual Review of 'Statement of Special Educational Needs' / 'Education, Health and Care Plans'

Subject Teachers / Form Tutors: All teaching staff are responsible for being fully aware of the school's procedures for identifying, assessing and making provision for students with SEND. They should:

- know which students are on the SEND register and why
- liaise with the Head / Assistant Head of Learning Support to ensure they are fully informed about the needs of students on the SEND register
- take responsibility for ensuring that confidential information is safeguarded
- raise issues of concern by providing feedback to the Head of Learning Support
- be involved in the implementation and evaluation of Pupil Passports
- produce differentiated work to meet the learning needs of students with SEND
- raise SEND issues at department meetings
- monitor progress of students with SEND

Admission Arrangements

The school refers all admissions to the Local Authority. Southam College aims to be fully inclusive and welcomes all pupils seeking admission. With reference to the SEND Code of Practice 2014, we recognise the right of parents / carers of a child with a Statement of Special Educational Needs or an Education, Health and Care Plan to choose a mainstream school, unless:

- a) It would be unsuitable for the age, ability, aptitude or SEN of the young person
- b) The attendance of the young person would be incompatible with the efficient education of others, or the efficient use of resources

As part of the normal transition admission arrangements for students entering Year 7, there is liaison between Southam College and the feeder primary schools. Before students come to the school we will:

- visit our feeder primary schools and note pupils who have already been identified as having SEND and collect information about their educational history
- undertake follow up visits to discuss individual pupils in more detail as necessary

- attend transition Annual Reviews of students with a Statement of Special Educational Needs / Education, Health and Care Plan when invited
- if required, offer additional transitional visits to Southam College for individual students according to need

Parents/carers of all students have the opportunity to inform the school of any special educational needs of their child on the admissions form and can liaise with the Head of Learning Support / Assistant Head of Learning Support at open evenings, parents' evenings and organised meetings.

Specialised Provision

Students at Southam College have access to the whole curriculum and, where possible, are educated alongside their peers. The majority of support is provided on an in-class basis. Withdrawal from classes takes place where there is a need for one-to-one or small group intervention.

The school provides reasonable access to all facilities for disabled students, including wheelchair access to many areas. Where the access is limited, alternative provisions are made so that a disabled student can access the whole curriculum available.

Southam College is committed to extending these facilities, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities.

Resource Allocation

The Governing Body of the school sets the overall budget available to meet special educational needs, taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the whole school's budget
- priorities identified in the School Development Plan

The Head of Learning Support works with the senior leadership team to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, with a priority on supporting students with Statements of Special Educational Needs / Education, Health and Care Plans
- ensure that support is allocated to pupils on a fair and equitable basis

- monitor the progress made by pupils with SEND
- evaluate the effectiveness of provision for SEND students
- ensure that learning support assistants work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

We are committed to delivering an effective transition to Southam College for all students in Year 6. We liaise closely with the primary schools to collate information and data about every student and in particular, ensure all SEND information is provided.

Where possible, either the Head of Learning Support or Assistant Head of Learning Support attends the Year 5/6 Annual Review of students with a Statement of Educational Needs or an Education, Health and Care Plan. The Head and Assistant Head of Learning Support are available to talk with parents at Open Evening and Induction Evening for new parents/carers. Further meetings prior to transfer can be arranged with parents/carers and other agencies if the need requires.

On entry to the school, students complete standardised tests. This data is used in conjunction with KS2 data to support the early identification of learning needs that may not be apparent from the information obtained from primary schools.

Where a pupil is admitted to the school, other than as part of the normal transition from Year 6 to Year 7, the Head of Year is responsible for liaising with the Learning Support Department to ensure that needed SEND provision is put in place.

Also, we assess student's current skills, levels and progress regularly. In particular, we seek to identify students making less than expected progress, not just in attainment, given their age and individual circumstances. In accordance to the SEND Code of Practice 2014, the first response to less than expected progress is high quality teaching targeted at the student's area of weakness. Where progress continues to be less than expected, the Learning Support Department will gather information to assess whether the student has SEND.

Any member of staff may refer a student whose academic, physical, social or emotional development is giving cause for concern to the Head of Learning Support / Assistant Head of Learning Support at any time. A 'concern' form is completed in order to register any referral which then triggers further investigation of the concern.

Where a need is identified, relevant support, guidance or intervention will be put in place.

As outlined in the SEND Code of Practice 2014, students are identified within four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Assessment

In determining whether a student has a SEND, the Learning Support Department will gather and collate information from a range of sources:

- Teacher's assessment and experience of the student
- Prior progress and attainment
- Behavioural data
- Standardised test scores (including any further assessments needed)
- Observations
- Views and experiences of parents / carers
- The student's own views

If deemed relevant and needed, advice and assessment from external agencies may be sought, for example, from an Educational Psychologist, Integrated Disability Service, CAHMS or other appropriate agencies. Such referrals will always be first agreed with parents / carers. Reporting of a student's attainment will be made in the context of the School's Assessment, Recording and Reporting Policy.

Where it is decided that a student has a SEND, a 'Pupil Passport' (Appendix A) is created to outline the support and interventions that will be put in place to support the student. All members of staff have access to 'Pupil Passports'.

Monitoring and Review

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis, including:

- regular monitoring and evaluation of the impact of intervention work
- regular observation of teaching by Heads of Department / Senior Leadership Team
- analysis of the attainment and achievement of different groups with SEND
- success rates in respect to individual targets
- scrutiny of students' work
- the views of parents/carers and students
- evaluation of specific interventions

All students with a Statement of Special Educational Needs or Education, Health and Care Plan will have an annual review. Additional interim reviews may also be organised if the needs of the student changes significantly before the annual review takes place or if deemed necessary for any other reason.

Students' progress in their Pupil Passports will be reviewed termly through monitoring conducted by Learning Support Assistants. There is also the opportunity to review the Pupil Passport at Parents' Evenings and Progress Day. On Progress Day, an appropriate member of the Learning Support Department attends the meeting in conjunction with the form tutor to review the Pupil Passport. At Parents' Evenings, appropriate members of the Learning Support Department will be available for parents/carers to meet and review the Pupil Passport.

The SEND Register will be reviewed termly by the Learning Support Department.

Arrangements for Providing Access to the Curriculum for Pupils with SEND

All students have the entitlement to a broad, balanced and relevant curriculum. We support access to the curriculum through differentiation, Pupil Passports and allocation of extra support to an individual or group of students according to need and availability of resources. We aim to develop effective intervention and support by using the assessment processes to identify any learning difficulties. We ensure ongoing observation, monitoring and review of students' achievements and experiences form the basis for planning the next steps in students' learning.

We aim to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action
- ensuring that all students have appropriate learning targets which are challenging
- valuing the diversity of our students of which SEND are a natural part
- looking for opportunities within the curriculum to raise SEND issues
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for students with SEND to work with other students

Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEND Code of Practice. Parents/carers should be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings / parents' evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their child's Pupil Passport targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information
- sharing of assessment and planning information through IEPs
- meeting the parents/carers of prospective new students to the school to discuss SEND support

Complaints Procedure

If parents/carers of students with SEND have a complaint about any aspect of the provision made for their child, they should contact the Head of Learning Support, Head of Department or Head of Year. If it is necessary to make a more formal complaint, parents/carers should contact the Headteacher.

Evaluating the SEND Policy

The Governing Body will review this policy annually to ensure the school meets the needs of those pupils with SEND. The Governing Body will assess the policy's implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix A: Pupil Passport



Name:



Important Information About Me:
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Things I'm interested in / good at: •	PHOTO	Things I find difficult / dislike: •
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You can support me by: •	I will try and help myself by: •
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SEN Status:	
Areas of Need:	
Pupil Premium:	
Reading Age:	
Exam Provision:	

My Learning Support Link is:	
My Profile will be reviewed in:	
Parent / Carer Signature:	Date signed:

Objectives	Targets	Strategies / Interventions	Review of Progress
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