

Special Educational Needs and Disabilities Policy

Cornelius Vermuyden School

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A1 DEFINITION

The term 'special educational needs and disability' (SEND) refers to children who have additional difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

The Children and Families Act, 2014 section 20 defines when a child has a SEN.*"when either they have a learning difficulty or a disability and they need special educational provision to be made for them."*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

- Wherever possible, children have the right to education in their local mainstream school. All students who attend Cornelius Vermuyden are valued equally.
- All teachers within the school are teachers of students with special educational needs.
- All students should have access to a broad, balanced and relevant curriculum, including a curriculum that is differentiated to meet their needs.
- The views of the child should be sought and taken into account.
- Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and other interested parties.

A2 ROLES AND RESPONSIBILITIES

A2.1 Governors

The school leadership team at Cornelius School has important statutory duties towards students with special educational needs. The leadership team and Governors decide the schools general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC). They will set up appropriate staffing and funding arrangements and oversee the schools work within financial constraints.

The school will do its best to ensure that the necessary provision is made for any student who has a special educational need and that those needs are made known to all who are likely to teach them.

The school will ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

The school will report to parent/carers on the implementation of the school's policy for students with special educational needs.

The school representative with responsibility for SEND is Mrs Hibben, Director of Inclusion.

A2.2 Special Educational Needs & Disability Coordinator (SENDCo)

The Special Educational Needs and Disability Co-ordinator, in collaboration with the leadership team plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The SENDCo/Director of Inclusion takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The SENDCo/Director of Inclusion also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

The SENDCo/Director of Inclusion is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs.

A2.3 School

Provision for students with special educational needs and disability is a whole school responsibility. In addition to the leadership team, SENDCo, learning support team and all other members of staff have important operational responsibilities.

All teachers at Cornelius Vermuyden School are teachers of students with Special Educational Needs and Disability

A3 CO-ORDINATING AND MANAGING PROVISION

See A2.2

I.5 ADMISSION ARRANGEMENTS

Cornelius Vermuyden School strives to be fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/s wishes to have their child with an EHC Plan educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

B1 ALLOCATION OF RESOURCES

All schools receive funding for students with SEND in three main ways:

- The base budget covers teaching and curriculum expenses and the cost of LSA support (AWPU)
- The delegated SEND budget covers the additional support required (EFA)
- Specific funds are allocated to students who require further additional support. The school follows national guidance given in the new SEND code of practice, to try to ensure that all students' needs are appropriately met within these financial constraints. Details of how resources are allocated to and amongst students with SEND are available on request.

B2 IDENTIFICATION AND ASSESSMENT

Communication and interaction

Language

Autistic Spectrum Disorder

Cognition and Learning

Social Emotional and mental health difficulties

Some students may require additional and different provision.

Sensory and/or physical

Prior to transfer, the members of the Inclusion team and Head of Year 7 visit and contact all feeder primary schools in order to identify students with special educational needs through discussion with the primary school staff. The Head of Year 7 and the SENDCo review all the written transfer information to identify all students who will require specific support within the region.

For students identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the school during the summer term.

For students with Education Health and Care plans the Director of Inclusion will have been invited to attend the Phase Transfer Review at the primary school in the autumn or spring term of year 6 or in year 5 for students with more complex needs.

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and will be circulated to all staff. This information is checked 6 times a year for accuracy. The SENDCo will highlight the needs of particular students to all staff at the start of term.

During Year 7 all students are assessed using a range of assessment methods, all students have their reading, spelling and mathematical age tested. This enables the SENDCo to prioritise those students who require further intervention.

Provision

Cornelius Vermuyden School acknowledges that there is a continuum of SEND and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

Cornelius Vermuyden School follows the graduated Wave response as outlined in the SEND Code of Practice.

Wave One:

The effective inclusion of all children in high-quality lessons (high quality teaching), with a focus on reading, writing, communication and mathematics. Children may be at any point on the graduated response - that is, the usual differentiated curriculum.

Wave Two:

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have a special educational need related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. This may also be where they have additional needs such as special educational needs, for example emotional and behavioural difficulties for which they are receiving other forms of support.

Wave Three:

Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave 3 may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will always be placed on SEN register and will be identified on the provision map.

Triggers for Intervention

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent/carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the academy's usual differentiated curriculum.

Triggers for Intervention Wave 3

This is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. They may also be involved in drawing up the objectives and targets.

Cornelius Vermuyden School has regular involvement with:

- Social Care
- Educational Psychology Service
- Learning support service
- Health and Medical Services
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Community police officer
- Targeted support
- Personal Adviser IAG
- Children and Young People with Disabilities Service
- Family Operations

Education Health and Care Plans

Statutory assessment involves consideration by the LA, working co-operatively with the parent/carers, the child's school, and health care professionals and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This could include:

- In-class support from a Learning Support Assistant
- Specific programmes, both individual and group
- Educational aids – laptop, reading pens
- Adaptations – enlarged papers, sloping desks

The EHCP is reviewed at least annually at the school by all agencies/people involved. The review focuses on what the child has achieved as well as on difficulties that need to be resolved. From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from Careers Services.

Cornelius Vermuyden School seeks to actively involve parent/carers in the education of their children. The school will inform parents as soon as any concerns are raised about a student and will seek their permission before any intervention is embarked upon. Likewise the school will try to respond promptly to any concerns expressed by parents.

Education Health and Care Plans, Objectives and Target setting

Cornelius Vermuyden School has a strong target setting ethos for all its students. All students have academic targets based on Raise Online data and progress towards meeting them is regularly monitored by key staff.

EHCP Objectives and targets are included on the student plan. Staff are expected to use this information to inform their own teaching and to help them to set subject specific targets for individuals and /or groups of students within the teaching groups to ensure Wave 1 high quality teaching.

Staff will review progress of students in meeting these targets as part of the monitoring. The feedback to inform the annual review from staff, students and parent/carers is considered alongside departmental summative assessments to make judgments and review objectives.

B3 CURRICULUM ACCESS AND INCLUSION

Cornelius Vermuyden School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

B4 EVALUATING SUCCESS

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

- Monitoring of classroom practice by the Director of Inclusion, Subject Leaders and SLT
- Analysis of student key data and test results and feedback to departments - for individual students and for cohorts
- Value added data for students on the SEND register using Raise Online
- School Annual Report to Parents
- School Development Plan
- Learning Support Department Annual Review and Development Plan

B5 ARRANGEMENTS FOR COMPLAINTS

Complaints Procedure is in line with the policy of Cornelius Vermuyden School.

CI STAFF DEVELOPMENT

Cornelius Vermuyden School has a Staff CPD Policy. Specific training is given on areas linked to SEND at regular intervals during the year. In-Service Training for specialist Learning Support Staff and for all staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes at least two training sessions on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion Learning Support in the classroom, working with LSAs.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school year.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Cornelius Vermuyden School has regular contact with:

- Social Care
- Educational Psychology Service
- Learning support service
- Health and Medical Services
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Community police officer
- Targeted support
- Personal Adviser IAG
- Children and Young People with Disabilities Service
- Family Operations

C3 PARTNERSHIP WITH PARENT/CARERS

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. Cornelius Vermuyden School recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. This is outlined on the Home/ School Agreement.

For parent/carers who find themselves in disagreement with the school or the LA can now access an independent local disagreement resolution service. Further details of this service can be found on the Local Authority website, via the local offer.

C4 'STUDENTS FIRST' - THE VOICE OF THE CHILD

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

At Cornelius Vermuyden School, we encourage students to participate in learning by:

- Regular target setting in line with school policy
- Participation in Annual Review of EHC plans
- Participation in Transition Planning
- Being involved in decision making about attendance on specific courses
- Encouragement to come and discuss any difficulties they might be experiencing
- Student voice activities

ACCESSIBILITY

The following applies to all users of the school including students, staff, parents/carers and visitors.

D1 INTRODUCTION

This Accessibility Plan has been drawn up in consultation with the senior leadership team and staff of the School and covers the period from March 2015-March 2018. The plan will be kept under review during this period and will be revised as necessary. This Accessibility Plan was last reviewed in March 2017. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The plan and other relevant policies can be made available in large print or other accessible format, if required.

D2 KEY AIMS

- Not to treat students with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for students with a disability so that they are not at a substantial disadvantage;
- To plan to increase access to education for students with a disability.
- To enable staff to have reasonable access to the premises and facilities that they need for their contractual duties;
- To ensure that as far as reasonably possible the needs of visitors with a disability are taken into account;
- To increase the extent of which students with a disability can participate in the school curriculum;
- To improve the physical environment of the school to enable students with a disability to access education and associated services;
- To improve the delivery to students with a disability within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for students who are not disabled.

D3 DEFINITION

'A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.'

A person must be substantially affected by their disability in one of the following capacities:

- 'Physical impairment' including sensory impairments;
- 'Mental impairments' include learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'Substantial' means more than minor or trivial';
- 'Long term' is defined as 12 months or more.

This definition includes a wide range of impairments including:

- Dyslexia;
- Autism;
- Speech and language;
- Attention Deficit Hyperactivity Disorder (ADHD);
- Severe disfigurements;
- Impairments controlled or corrected by the use of medication/ prostheses/ an aid;
- Progressive symptomatic conditions;
- A history of impairment;
- People with HIV, cancer and multiple sclerosis at the point of diagnosis;

Exclusions include:

- An addiction to or dependency on nicotine/ tobacco/ non-prescribed drugs or substances;
- Seasonal allergic rhinitis (hayfever);
- Certain mental illnesses with anti-social consequences.

D4 REASONABLE ADJUSTMENTS

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School a 15-acre site, its' building was completed in 2012. The accessibility of provision for all pupils, staff and visitors to the School was a key priority when designing the school. All floors and buildings can be fully accessed by wheelchair users. We have two lifts that are available to use should the need require.

The school will make reasonable adjustments to ensure that disabled people are not treated less favorably in the following aspects as relevant:

- Accessibility to the premises and facilities;
- Accessibility to the curriculum;
- Accessibility of associated educational services;
- Training of staff and students.

The schools policy is to:

- Promote equality of opportunity;
- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promote positive attitudes towards people with a disability;
- Encourage people with a disability to have participation in public life;
- Take steps to take into account people's disability, even when it involves more favourable treatment.

Linked documents

- SEN report March 17
- Safeguarding Policy
- Equal opportunities Policy

EI EXAM DISABILITY

The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:-

- Pupils with learning difficulties identified by the SEN Department, will be assessed for access arrangements by a qualified external assessor and prior approval gained from JCQ
- The School will ensure that those pupils identified as requiring access arrangements will be given support by the School during their exams i.e. reader/ICT equipment
- Any specialist equipment required i.e. laptops/modified calculators/maths equipment, will be supplied by the School
- Visually impaired students will be supplied with pre-ordered modified/coloured paper, as required
- We will ensure that physically disabled students are given full access and support in order to sit their exams
- Pupils suffering from pre-existing mental health issues will be offered support and alternative suitable accommodation within the School, at the discretion of the Exams Officer, within the constraints of JCQ regulations
- Pupils suffering from physical injury/mental illness or any extraordinary event outside of their control during the exams will be given the necessary support to sit their exams without disadvantage. Where necessary, a special consideration will be applied for.