



## **Policy for Special Educational Needs and Disability (SEND)**

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## **RATIONALE**

Stopsley High School is a modern, aspirational school that believes in the importance of unlocking each student's potential. We achieve this by ensuring every student has the opportunity to grow and develop both inside and outside of the classroom. Through a strong academic curriculum, high quality teaching and our contemporary facilities and resources, students are encouraged to aim high and dream big, developing strong aspirations and a lasting love of learning.

Stopsley High School values the abilities and achievements of all its pupils, and is committed to working alongside parents, pupils, other schools and outside agencies to develop a flexible approach to meeting the needs of all pupils so that they may experience the full spectrum of activities on offer within the school and seek to maximize their full potential. The school believes that all pupils possess individual strengths and needs and that a flexible response to such strengths and needs is essential if effective progress is to be made by all pupils. We believe in a whole school approach to Special Educational Needs and Disability. All pupils should have an equal opportunity to attain their full potential, whatever their ability level, disability or educational need. At Stopsley High School we believe that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides students with opportunities to explore and develop:

- their own values and beliefs
- spiritual awareness
- high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of the cultures.

This is achieved by ensuring the well-being of all pupils in relation to their physical, social and mental health, staying safe, enjoying and achieving, making a positive contribution in order to support all students to achieve social and economic well-being. Furthermore it is our belief that all pupils are entitled to a sensitive approach to their abilities and needs in order that they may be fully included within the community of the school.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Every teacher is a teacher

of every pupil including those with SEN. 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.

Inclusion means that, where appropriate, SEN pupils or pupils with a disability receive the support they need in order to attend classes with other pupils of their own age. Our aim is that SEND students should access a curriculum which is the same or as similar as possible to that of their peers and with a clear progression route to post 16 provision, college and adult life.

The Special Educational Needs and Disability Act 2001 along with the Special Educational Needs Code of Practice 2014 under Part IV of the Education Act 1996 structures the work of the Special Educational Needs Department at Stopsley High School. These state that all schools have a legal responsibility for children with special educational needs and disability and set out procedures for assessment, setting and monitoring of targets and review of children placed on the schools SEND profile

The School's Special Educational Needs Policy is reviewed annually in light of the Code of Practice and is based on the provisions made in the above Acts to ensure that all students are included in the full life of the school.

## Definition of Special Educational Needs

Code of Practice 2014:

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

### **A person has a disability if:**

S/he 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 (Section 1 (1), Disability Discrimination Act, 1995).

### **Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

(1993 Education Act, section 156)

Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional and /or behavioural difficulties. (Code of Practice 6.23)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Schools should look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. (Code of Practice 6.24)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. (Code of Practice 6.21)

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to a pupil having SEND but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a pupil's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the pupil might have SEN (code of Practice 6.22).

Stopsley High School will have due regard to the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014). This Policy has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Education Act 1996
- Statutory Guidance on Supporting pupils at school with medical conditions, September 2014
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)

This policy should be read in conjunction with all school policies

## **ADMISSIONS**

The Governing Body applies the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard to the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001.

Where a student has an Education and Health Care Plan (EHCP), the LA acts as the admitting authority. The school must admit a student with an EHCP unless the LA agrees that:-

- the school is unsuitable to the child's age, ability or aptitude or to his/her special educational needs
- the attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom he/she would be educated
- it would be incompatible with the efficient use of the LA resources.

## **THE SEND AIMS OF THE SCHOOL**

- To create a learning environment where each individual's talent is recognised, nurtured, and developed so that he/she can make the most of their potential, enhance their self-esteem, develop their confidence and independence and be valued members of the community.
- To develop a differentiated curriculum which will facilitate an inclusive approach to the education of SEND pupils and ensure that pupils with special educational needs and disabilities join in with all the activities of the school
- To ensure reasonable adjustments are made when necessary to ensure a disabled person is not put at a substantial disadvantage compared to non-disabled pupils
- To ensure all staff within the School are aware of their roles and responsibilities in relation to pupils with SEND and are accountable for the SEND pupils in their classes
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career and to develop and sustain meaningful monitoring and review procedures in order to gauge the suitability and effectiveness of the provision for such pupils
- To effectively communicate the needs of individual pupils to all adults including external agencies working with them and to support staff in addressing the needs of all pupils with special educational needs and disabilities
- To provide suitable and up to date training for staff
- To provide suitable resources where reasonable and practicable
- To monitor SEND resources across the school in order to respond to the needs of our pupils
- To maintain a Profile of SEND

- To offer appropriate curriculum pathways for students with SEND where reasonable and practicable with a clear progression route.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment and are involved, where practicable, in decisions affecting the future SEND provision for their child
- To provide information, advice and guidance for parents/carers
- To work with external support agencies
- To liaise with our partner Primary Schools
- To liaise with post-16 providers
- To publish the School's SEN Information Report (School Local Offer) on the School's website
- To monitor all pupils with SEND to ensure that all learners make the best possible progress
- To strive for the best possible outcomes for all pupils
- To set challenging targets that reflect the individual's SEND
- To monitor progress in line with the whole school's assessment cycle
- To provide regular feedback to the Governing Body on the progress of pupils with SEND and other vulnerable groups
- To ensure that learners are invited to express their views and are fully involved in decisions which affect their education
- To use an 'Assess, Plan and Do' approach to each learners review cycle
- To ensure that where off site provisions are used to meet students' needs school ensure that there is close liaison on a regular basis to ensure attendance, safety, relevant curriculum, progress and clear progression routes
- To ensure no disabled student is treated less favourably than those who are not disabled on the grounds of their disability
- To secure effective consultation with relevant external agencies in order to develop the special needs provision within the school using the Graduated Approach
- To enable all pupils to gain educational success at the highest level they are capable of attaining including access to recognized accreditation where possible
- To ensure all pupils make a smooth transition between the different stages of their education
- To complete annual reviews of Education and Health Care Plans within the statutory timeframe.

All School staff embrace and support these fundamental principles. The success of the school's SEND policy and performance will be judged against the aims set out above.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and make progress. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff, Senior Leadership Team, external agencies and pupils working together.

By such aims, the governing body of the school will seek to demonstrate its regard to the Code of Practice for meeting special educational needs and the Disability Discrimination Act and ensure that parents are notified when SEND provision is being made for their child.

The school welcomes the opportunity to resolve all concerns through discussion of issues at the widest level. Should parents/carers be concerned about any aspect of their child's Special Educational Needs and or Disability they should contact the class teacher or the Pastoral Team in the first instance. If the problem persists, parents should then contact the SENCO then the Deputy Headteacher.

This policy will be reviewed annually.

## **ROLES AND RESPONSIBILITIES**

Every school is required to identify and address the SEND of the pupils that they support.

Schools **must**:

- use their best endeavours to make sure that a pupil with SEND receives the support they need – this means doing everything they can to meet pupils' needs
- ensure that pupils with SEND engage in the activities of the school as far as possible alongside pupils who do not have SEND
- designate a teacher to be responsible for coordinating SEND provision – the SENCO.
- inform parents/carers when they are making special educational provision for a pupil
- prepare an SEN information report and disclose their arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils.
- there should be a member of the governing body with specific oversight of the school's arrangements for SEND.
- school leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

## **THE ROLE OF THE HEADTEACHER AND GOVERNING BODY**

The role of the Headteacher is to implement and monitor the school SEND policy and ensure that the SENCO is provided with adequate resources to fulfil the role. The Headteacher will designate a member of the Senior Leadership Team to act as a line manager for the SENCO.

The Headteacher and Governing Body have overall responsibility for:

- ensuring funds are allocated to meet the needs of pupils with special educational needs and disabilities
- the learning and monitoring throughout the school
- ensuring that statutory duties to pupils with SEND are fulfilled
- the SEND policy and its review, according to the timetable set out in the School's Improvement Plan

The Governing Body has a named Governor who oversees the provision made for Special Educational Needs and Disabilities throughout the school.

The Headteacher will endeavour to ensure that those pupils with SEND are not disadvantaged by curriculum, pastoral or other structures within the school.

## **THE ROLE OF SENCO**

The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Line management of the Manager of the Provision for students with Social and Communication Difficulties. (Archimedes Centre).
- Maintaining the school's Information List on pupils with SEND and the upkeep of data for the school CENSUS on SEND students
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Monitoring the academic progress of SEND students using school systems
- Supporting and advising colleagues and contributing to the professional development of all staff
- Managing and deploying Teaching Assistants (TA's)
- Overseeing the records of pupils with SEND
- Liaising with parents
- Liaising with external agencies including LA support services, the Educational Psychologist, Health and Social Services, CAMH, off site educational providers and voluntary bodies. The Deputy Headteacher also oversees any work done by these teams in relation to SEN.
- Providing advice to parents and students on the support available to them from external and voluntary agencies
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Liaising with Post 16 providers and other schools to facilitate the transfer of information on SEND to support planning and provision at points of transition
- Provide advice and guidance to work experience providers and off-site providers on students' needs
- To advise and oversee that reasonable adjustments are made in order to ensure that students with SEND are not put at a substantial disadvantage
- Monitor and evaluate the special educational needs provision and report to the governing body through the link governor

## **THE ROLE OF SUBJECT TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. Quality First teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

In addition the key responsibilities of the class teacher are:

- Ensuring lessons are differentiated accordingly to meet the needs of the range of students with SEND to facilitate inclusion in learning alongside peers.
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- Support the initial identification of or concern about a pupil's learning needs through observation and ongoing assessment.
- Work effectively with Teaching Assistants to support SEND students to be fully included, develop independence and to make progress.
- Collaborating with the SENCO and other support staff to decide what action is required in order that an effective support programme can be devised for the pupil, which will be in addition to an already differentiated curriculum to assist the SEND pupil to progress.
- Maintaining records of support and intervention for pupils identified as having special educational needs.
- Developing constructive relationships with parents
- Maintain ongoing liaison with the SENCO, pupil and parents / carers regarding progress
- Check and record SEND information regularly and accurately and transfer this information into their own class lists, seating plans and lesson plans.



## **INCLUSION**

This policy recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND including those placed by the LA in the provision for students with Social and Communication Difficulties (The Archimedes Centre).

## **EVALUATING THE SUCCESS OF THE SCHOOL'S SEND POLICY**

The SENCO will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under ' THE SEND AIMS OF THE SCHOOL ' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- School Support Staff
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual targets
- Use of standardised tests
- Evidence generated from reviews and other meetings
- Data from external examinations
- Data from teacher tracking systems
- Data from FFT
- Data from behaviour and achievement monitoring systems in school
- Reports from and meetings with off-site providers

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Stopsley High School is committed to early identification of special educational needs and adopts the graduated Assess, Plan, Do, Review response to meeting special educational needs and disability in line with the Code of Practice 2014

We recognise that pupils with Special Educational Needs or Disabilities may be identified by parents/carers, teachers, support staff, outside agencies or any person involved with the pupil.

All class teachers are teachers of pupils with SEND and are responsible through quality first teaching for meeting their needs with the advice and support of the school's SENCO, Curriculum Leader, learning support staff, Intervention staff, Youth workers, Pastoral Team and where appropriate, external professionals.

A pupil has SEND where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age. Making Quality First teaching available to the whole class is likely to mean that fewer pupils will require such support.

All teachers are responsible for helping to identify pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

## Assess

Early identification of pupils with SEND is a priority. On entry the school uses a range of screening and assessment tools. Each child will be assessed in order to ensure continuity of learning from Primary school, or from another Secondary school.

The majority of pupils with SEND will have been identified before their transfer to Stopsley through the robust liaison process with primary or prior schools as well as liaising with parents of pupils with SEND and external agencies before transfer takes place.

For students who join the school as an in year transfer, SEND information is sought during meetings with parents and students, prior schools and external agencies as appropriate.

On entry to the school all Year 7 students, including those who join the school as in year transfers, sit the Cognitive Ability Tests as soon as possible after entry. All pupils are also screened using standardised tests to obtain reading and spelling ages and where appropriate tests are available to assess mathematical ability. Key Stage 2 data and baseline teacher assessments in English and Maths are also used as an indicator of ability.

A range of evidence is also collected through the school assessment and monitoring cycles. Progress is carefully monitored through regular assessments and this helps to identify pupils who are not making expected progress on their learning journey.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- widens the attainment gap between the pupil and their peers

If a learner is not making expected progress, the class teacher should provide extra support targeted at their areas of weakness.

If a pupil fails to make *adequate* progress despite Quality first teaching, targeted at their areas of weakness with support from the Head of Department, the class teacher may refer the pupil to the SENCO.

The SENCO, Curriculum Leader, Pastoral Team and teacher will decide on a course of action. This may be an additional strategy to be implemented in the classroom, an additional resource or an appropriate intervention to secure better progress.

At this stage, the pupil will be added to the School's SEND register using code 'K' (SEN Support). In line with the SEN Code of Practice 2014 students will be recorded on our SEN profile with a need and special education provision within one of four broad areas of need:

Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and/or physical needs

School data on behaviour and exclusions is used to identify students whose behaviour is placing them at risk of under-achievement or exclusion. Where a SEND is considered to be affecting behaviours this will be investigated and, if identified, students will be placed on the SEND register and will be provided with additional resourcing from the relevant support strand.

## **Plan and Do**

For pupils with identified SEND the Headteacher, SENCO, Heads of House and pastoral colleagues will:

- Plan programmes of study based on the information received from the student, parents and previous setting
- Provide resources and support in class or through an intervention programme
- Ensure ongoing observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

Where the SENCO offers interventions that are different from or additional to the school's usual working practices (SEN Support), these may be outlined in a personalised Inclusion Passport.

Strategies to support pupils will usually be implemented within the mainstream classroom, although some additional support, as indicated in an Inclusion Passport may be provided on an individual or small group basis.

Where a teacher or parent/carer has early concerns and it is unclear if they indicate that a pupil has a special educational need or disability these will be recorded and discussed with the SENCO. This may trigger a system of monitoring by the SENCO who can carry out further assessment including gathering of information from class teachers and the pupil. In agreed cases the specific focus on appropriate differentiation will be adequate to meet the learning needs of the pupil and they would not need to progress to SEN Support.

## **Review**

Where interventions are put in place they are reviewed regularly with the aim of returning students to mainstream learning.

The Personalised Inclusion Passport is reviewed at least six monthly with students, parents/carers in order to identify the next stage of action. The student and parent will be involved in drawing up this Passport which will include advice on the student's strengths and areas of need alongside advice on strategies to support the student within the classroom.

If the pupil continues to demonstrate significant cause for concern despite intervention and advice from external agencies, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents/carers, or directly by the parents/carers themselves. In either case a range of written evidence about the pupil will support the request.

Following an Education, Health Care needs assessment an Education Health Care Plan may be issued. Parents/carers and the pupil will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual pupil, sits at the heart of the assessment and planning process.

## **THE RANGE OF PROVISION PROVIDED FOR PUPILS WITH SEN**

The main methods of provision made by the school are:

- Full-time education in mainstream classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a Teaching Assistant, Youth Worker or Pastoral Leader
- In-class support with additional TA assistance
- Increased individualised resourcing in lessons to support needs
- Attendance at the Student Support facility within the school, full or part-time for a time limited period. (during current restrictions, all year groups have a breakout space which can be used)
- Attendance at an off site provider for part/all of the week for a time limited period with regular review. All off site providers we use are on the approved list of ALPs.
- Attendance at an extended work experience provider for a short period of time or on a regular part-time basis.
- Placement in the Archimedes Centre with mainstream inclusion where possible in line with EHCP.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers and Support Staff will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency and progress in English before planning any additional support that might be required.

## **MONITORING PUPIL PROGRESS**

The SEND Department will use the ASSESS, PLAN, DO REVIEW model in all of its work with students with SEND.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the pupil's behaviour, social and emotional skills or mental health.
- Is likely to lead to transition to college, training or employment.
- Improves independence

## **RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents.
- School information on progress and social, emotional, mental health and behavioural development.

- Log of key events related to SEND provision/progress
- Results of standardized tests and progress made in areas of difficulty
- Pupil's own perceptions of difficulties
- Information from Health/Social Services
- Information from other agencies such as the Educational Psychology Service, ALPS, Autism Service, Speech and Language Team, Physiotherapy Department, Occupational Therapy Department, Hearing Impaired Team, CAMHs and the Community Paediatrician.

## **INCLUSION PASSPORTS**

For some pupils on the SEN register, Teaching Assistants/Pastoral Leaders/Youth Workers will develop a personalised learning support plan in conjunction with the pupil and their parents/carers.

The Inclusion Passport includes information about:

- the pupil's special educational needs
- how this impacts on their learning
- how the teacher/TA can best support them in lessons
- how the student will seek to help themselves
- the teaching strategies which are helpful
- the short-term targets set for/by the pupil
- the provisions to be put in place
- exam access arrangements (where relevant)

Inclusion Passports are seen as part of the school's overall system of record-keeping. Monitoring the effectiveness of Inclusion Passports is part of the school's overall planning and target setting processes. Inclusion Passports are reviewed at least twice yearly. Pupils and their parents/carers are invited to contribute to the review. Copies of each Pupil's Inclusion Passport is available on the School's Staff Google Drive.

## **ANNUAL REVIEWS OF EHCPs**

EHCPs must be reviewed annually. The SENCO will organise these reviews under the direction of the Headteacher and invite:

- SENCO
- The child's parent and a supporter if necessary
- The child
- Any relevant teacher or Support Assistant
- Any relevant external agencies
- A representative of the LA(where appropriate)
- Disability Transition Advisor( from Year 9 onwards)
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives set out in the EHCP
- Review the provision made for the pupil in the context of the provision stated in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year relating to the objectives set out the EHCP.

The school will gather reports from all agencies involved with the student and will seek to circulate these reports at least 4 weeks prior to the meeting.

Year 9 reviews will be significant in beginning to prepare for the pupil's transition to college, training or employment, and adult life. This will include discussions around preparation for adulthood including independent living and employment. At the Year 9 Review Meeting a Disability Transition Adviser will be invited to assist in the drawing up of a Transition Plan.

At the review in Year 11, the aim should be to give clear recommendations as to the type of provision the pupil will require Post-16. The School, in conjunction with the LA Transitions Team, will arrange for the pupil to attend assessment/taster events at a local College, and for the relevant documentation to be completed where necessary in line with GDPR.

With due regard for the time limits set out in the Code, the Headteacher will ensure a report of the EHCP Review meeting is written and send it, with any supporting documentation, to SENAT, the parent and relevant external agencies. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a EHCP.

## **PARTNERSHIP WITH PARENTS**

The link between parents and the school is seen as being of fundamental importance to the education and well-being of all pupils. Stopsley High School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

*"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them." (C.o.P. 2.2)*

The school considers parents of SEND pupils as valued partners in the process. The SENCO will inform parents of concern and provide them with information on pupil progress and with advice on how they can assist their child's learning. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, to all parents of pupils with SEND, details of the services available through the LA and other agencies

The SEND Code of Practice outlines that

*"LEAs should work in partnership with local and parent organisations, as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice." (COP 2.14)*

Each student with an EHCP works together with a small team of Teaching Assistants (TAs). Information is regularly shared with the SENCO, Safeguarding team or SLT where appropriate. TAs may at times communicate verbally with parents or by school telephone (the SENCO has full overview of this)

The SENCO, in consultation with EMAS staff or with Disability Support Services, will endeavour to ensure that parents who have problems with understanding written information or require support to participate effectively in this process are made fully aware of the concerns for their children and strategies being used to assist pupils with their learning.

## **SPECIAL FACILITIES AND ACCESS**

The school is committed to ensuring full access to all areas of the curriculum for all its pupils.

The school aims to provide positive, caring support to all degrees of need across race/gender/class/physical and learning disabilities, according to its Equal Opportunities Policy.

The new school building is on several levels and floors – but is DDA compliant. The school has 2 lifts, accessible toilet facilities and changing areas.

## **THE PROVISION OF INFORMATION, ADVICE AND GUIDANCE FOR PARENTS/CARERS**

The SENCO will publish a SEN Information Report (School Local Offer). The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 ([Click here for SEN Governors Report](#))

## **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school recognises the important contribution that external support services and voluntary agencies make in assisting to identify, assess, and provide for, SEND pupils.

The school regards itself as being in partnership with other agencies concerned with the welfare of its students.

When it is considered necessary, colleagues from the following support services may be involved with SEND pupils:

- Educational Psychologists
- Children in Care Services
- Medical Officers including the Community Paediatrician
- CAMHs
- ALPS team
- ASD team
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- Education Welfare Officer
- Social Services
- Local Post 16 providers
- Specialist offsite provisions

## **LIAISON WITH PRIMARY SCHOOLS**

- We have established links with our 3 main Primary Feeder Schools. For all Year 6 pupils arrangements are made for the SENCO to visit each Primary School to gather information. The class teachers, family workers, the SENCO and the Year 7 Leader hold meetings to transfer information about pupils with Special Educational Needs and Disabilities in order to support their transition.

Where necessary additional meetings and visits can be requested by parents or the school and the SENCO will seek to attend.

The school has a dedicated additional visit scheduled on the school calendar for a small number of SEN and highly vulnerable students. This is organised by the SENCO.

### **STRIVING FOR THE BEST POSSIBLE OUTCOMES FOR ALL STUDENTS**

We set challenging achievement and learning targets for all pupils including those with Special Educational Needs and Disabilities. Pupils with Special Educational Needs and Disabilities may progress at a different rate and their progress is scrutinised and monitored using school systems and intervention records and data to ensure and support appropriate progress.

### **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Complaints about the provision for pupils with SEND should, in the first instance, be discussed with the SENCO or the Deputy Headteacher and Inclusion Manager. It is intended that complaints will be responded to within 5 working days. Should parents feel that their complaint has not been satisfactorily resolved they should then contact the Headteacher. Parents who feel their complaint has still not been satisfactorily resolved should then contact the Chair of Governors or the Governor with responsibility for SEND.

During points of closure and with current COVID restrictions liaison has been carried out on virtual platforms.

**October 2020**