



Special Educational Needs Policy Statement

Policy Review	
Review Schedule	Annual
Reviewed by:	Trust Board
Accepted by:	Local Governing Board
Date of Review:	November 2020
Date of Next Review:	November 2021

Taken from Herts CC Model

Tring School is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

'There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work. 1 Corinthians 12 4-6

Attachments to the policy are for: Role of SENCO Appendix 1 & 2

Statutory Requirements applying: Various Acts, Regulations and documents, including: SEND 2015 revisions

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This Policy is in line with the SENDA Code of Practice 1 September 2014

Policy Statement

The objective of the school is to assist any child who has a special educational need **or who** encounters a barrier to learning which affects progress in their daily life in school and identification of barriers to learning.

Aims & Objectives

In order to achieve this, the following aims are reflected in Learning Support Department policies and operations:

1. To identify children who have a special educational need or disability and to take responsibility for reviewing their progress on a regular basis through monitoring and assessment procedures.
2. To provide an opportunity for referral of students by teachers and support staff to assess needs and to provide early intervention as appropriate.
3. To support students to develop the basic skills of literacy, language and numeracy and to enable them to take an active part in all subjects.
4. To assist departments in developing materials which are differentiated and in varying teaching styles to enable greater access for children with special educational needs.
5. To promote confidence and a feeling of self-worth in children who are experiencing difficulties in their school life owing to their special educational needs.
6. To swiftly identify barriers to learning and to provide a range of appropriate/flexible interventions as early as possible.
7. To ensure that the children themselves and their parents are involved in any decisions made regarding their education resulting from their special educational needs.
8. To ensure that all staff are aware of the special educational needs of students they teach and to support staff in working towards meeting their needs.
9. To identify resources, facilities and procedures that enable inclusion of all students with Special Educational Needs and Disabilities.
10. To support children with diagnosed health care needs to have a full education wherever possible

Whilst these aims are specific to the work of the Learning Support Department some are equally important for all staff in Tring School (3 and 5).

Content / Procedures

1. Provision - Staffing

SENCo* (See Appendix 1: Role of the SENCo)

Responsibility for overseeing and monitoring the strategic provision and arrangements for children with special educational needs and health care needs.

Responsibility for the day to day operation of the school's SEN Policy and management of provision for children with special educational needs and disabilities.

Assistant SENCo and Learning Support Team Responsibility for providing support for children with special educational needs and disabilities under the guidance of the SENCO.

Specialist Support Teachers and other support staff Responsibility for supporting individual students within and outside the classroom.

*(Current holders of these posts are listed in Appendix 2.)

2. Identifying and supporting Special Educational Needs & Disabilities

Students have special educational needs if they have an identified learning difficulty or disability which calls for special educational provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated classroom curriculum.

Tring School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a student's school career when they are identified as having a Special Educational Need.

Students identified with special educational needs or disabilities will be provided with intervention and/or support that is additional to or different from the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. For example if a student has an identified learning difficulty and receives Exams Access Arrangements (EAA) as additional support.

Tring School adopts a High Quality First Teaching approach, where teaching is differentiated to meet the needs of our students. We are aware that some students require an additional or differentiated approach and we use our best endeavours to ensure that this provision is facilitated for our students.

The school employs 14 Teaching Assistants who support students in class according to EHCP requirements and then the greatest need as decided by the SENCO. Teaching Assistants, whilst supporting key students, do not work 1-1 and instead try and encourage independence once the task has been understood.

Funding

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium and catch-up premium. The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. It is the expectation that schools provide support to their students with SEND

from their SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Higher Needs Funding. Funding is flexible on the direction of the SENCO according to need and following statutory requirements.

3. Accommodation

The Learning Support Department is currently based in the modular village with open access to all students and staff. It comprises offices and an intervention/social skills room. Tring School students have access to an Inclusion Room, this is for students to access who have anxiety or may school refuse.

A number of adaptations have been made to the school to improve access for students who are physically and/or neurologically impaired. For example, a lift in Beloe Block, ramps into teaching blocks, and disabled parking bays. Lifts and ramps to enable wheelchair access to most classrooms. Tring School has disabled and gender neutral toilet facilities and where appropriate individual emergency evacuation plans for students with disabilities

4. Staff Development

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The staff development programme includes input on special educational needs, on a whole school, departmental and individual basis. Staff from departments may attend courses relating to the provision of support for children with special educational needs and disabilities in relation to their particular subjects. Support and teaching staff working with students with SEN are actively encouraged to attend courses which bring them up to date with national changes to legislation and seek good practice in other local schools. The SENCO provides annual updates with regards to government legislation on an annual basis to teaching staff, leadership team and governors.

Teaching Assistants are allocated to subject areas allowing for greater specialist knowledge in the classroom. Students are not allocated the same Teaching Assistant for every lesson

5. Collaboration with Outside Agencies

We will involve a specialist where a young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the young person's progress. Together, we agree the needs of the young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed.

The Learning Support Department works closely with the following outside agencies from Herts and Bucks LAs to ensure full support for students with special educational needs:

Special Educational Needs Division, Children, Schools and Families.
Educational Psychology Service.
Attendance Improvement Officer.
Educational Support Medical Absence
Sensory Services - Speech, Hearing, **Visual**, Physical, **Autism**.
Child and Mental Health Service.
School Medical Officer.
Traveller Liaison Officer
Connexions (the advice and guidance service for young people aged 13 – 19 in England).

6. Admission Arrangements

General

Tring School's Admissions Policy gives highest priority to children with special educational needs whose statutory statement under the 1981 Education Act names the school as the appropriate school for the child.

Specific

County secondary transfer lists will indicate any students who have an Education and Health Care Plan (EHCP). The SENCO attends the annual statement or EHCP review meeting in Year 5 (if already they know they will be transferring to Tring School) and Year 6, and parents and students are welcomed to visit the Learning Support Department before their child begins in Year 7. In addition, Familiarisation Visits are organised inviting primary schools to promote students with a range of barriers to learning to attend regularly prior to transition.

The SENCO visits local feeder primary schools and contacts all feeder schools to discuss students' level of attainment and specific needs, in order to gain an overall view of the level of functioning of children with SEN. Teaching Assistants work for up to one day in main feeder school Year 6 classes prior to transfer to observe students and to share practice.

The SENCO is available at the Induction Evening in the summer term as well as the Open Evening in September to discuss needs, reassure, and allay fears; and new parents are encouraged to contact their child's class teacher or the Learning Support Department if there is cause for concern or a need for clarification of information regarding their child's SEN and the support they may receive.

7. Curriculum and Equal Opportunities

The school aims to enable each individual student to reach their full potential. The school curriculum is broad and balanced allowing all students to achieve their potential. Where required and agreed upon, adaptations can be made to either consolidate skills.

A student passport is created for all learners with a SEN need. This passport provides strategies for staff and background information on the student. The passport can be shared with parents and the student themselves for their input. The student passport is a live working document that is regularly updated and changes communicated with staff. Access to the full curriculum is only adapted after full consultation with parents, students and staff.

All subject teachers and form tutors have a responsibility for developing, implementing and reviewing support for students with special educational needs and disabilities. Teachers are also responsible for informing the Learning Support Department of concerns regarding the progress of a student with SEN or those they suspect may have an undiagnosed SEN. If a parent has any concerns that strategies are not be implemented they can email SENCO@tringschool.org

The policy of the school is in favour of support teaching, where students are educated in a subject environment rather than in isolation. However, to support all students' needs, there will be a need for a few students to be withdrawn. The aim is always to re-integrate students into mainstream education, with support continuing in the form of help with resources, curriculum planning and work programmes.

Withdrawal may occur in the following circumstances:

- a) Short term withdrawal - in the case of a specific learning difficulty or disability or a child who has missed a considerable amount of schooling.
- b) Long term withdrawal - this applies to a very small number of students with severe learning or emotional challenges, who because of the nature of their challenge(s) would benefit from a longer period of withdrawal. In these instances reintegration remains the ultimate aim.
- c) Where a student's statement or EHCP specifies this.

8. Graduated Response and identifying need

Regular monitoring of the quality of provision for all students including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly. Review and assessment are part of the school's normal procedures and provide the means for identification of students with special educational needs and disabilities. This process is recorded in the student passport document

- County secondary transfer lists will indicate any students who have a statement of special educational needs and disabilities, or an EHCP.
- Comprehensive information on the basic performance levels of every child entering secondary education on transfer from a local primary school is sent to School by the end of the summer term of Year 6. This information is recorded onto a database along with information about students with special educational needs and disabilities who do not have an individual statement of need. Together this information provides an early indication of students who may have special educational needs and disabilities.

- All students entering Year 7 are tested for reading comprehension., spelling and writing speed The Access Reading, Writing, Comprehension and Spelling tests are carried out. Basic tests are also used by the English and Mathematics Department in the early part of Year 7. The results of these tests, along with information gathered from primary school and SAT results. Results of these tests, should they indicate a SEN that has not previously been identified, will be shared with teachers and parents. They will form a profile of each student which is used as the basis of information given to all staff, and communicated via Go4Schools in the form of a Student Passport.
- Identification of children with special educational needs and disabilities is an ongoing process. Concerns about a child's progress are brought to the attention of the Learning Support Department through a number of channels. Individual teachers, tutors, Subject Leaders, Heads of House and parents all have access to the Department and are able to express any concerns they may have regarding a child's progress through a clear referral system. The school assessment and records of achievement systems on Go4Schools are also frequently used to pick up concerns, and any underachievement that is identified is investigated.
- Members of staff follow referral procedures to the Learning Support Department if they have concerns about individual students they teach, and about students in their form group if parents raise concerns with them in their role as a tutor. The referral system is shared with all new members of staff at their induction in the summer term before they start, and again at the INSET day in September. Any referrals are investigated and the outcomes are shared with parents and staff.
- Parents are able to refer to the Learning Support Department. Investigations will be conducted by the SENCo or Assistant SENCo and the results will be shared in a timely manner.
- Students who are seen by the Learning Support Department are monitored and assessed after each assessment point (identified on the assessment calendar) in order to check progress. After initial identification of their needs students are recorded, in terms of the SENDA Code of Practice 2015, as requiring SEN Support (where the student is receiving additional support outside the classroom in school, or from external agencies) or Differentiation (where teaching staff should be aware of a student's SEN but can provide adequate support within the classroom environment).
- Students who are judged to require additional support will be seen and assessed if appropriate, by external agencies at the first possible opportunity. The Learning Support Department is committed to pursuing statutory assessment or applying for Exceptional Needs Funding when it is felt that this would benefit the progress of the child. Throughout the process parents and teachers will be kept fully updated.

SEN Categories

At Tring School we use the following categories for identifying students with SEN

- **SEN Differentiation:** Students with an identified SEN need, where teachers through reasonable adjustments and differentiation can meet their needs
- **SEN Support:** Students with an identified SEN need, where teachers through reasonable adjustments and differentiation can meet their needs, however,

further support is also given outside the classroom. This support could be school wide. Examples include social skills sessions, working with the Academic Intervention Team or receiving provision for Exams Access (EAA)

- **Students with an Educational Health Care Plans**

9. Procedures for applying for an Education and Health Care Plan

The school follows County procedures and practice in applying for statutory assessment. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Tring School will hold annual review meetings on the behalf of LA and complete the appropriate paperwork for this process

10. Careers Education and Guidance

If a young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. We aim to complete the review and any amendments by the December of the academic year of the transfer. The Learning Support Department supports students with special educational needs and disabilities when option choices are made in Year 9. The SENCO is available at appropriate parents meetings to discuss option choices.

For students with statements of identified special educational needs a careers interview is arranged as part of the 14+ review and career aspirations are discussed. Parents and Key Workers (where the student has one identified) are expected to attend the interview.

In the final year of compulsory education, specialist support tutors and learning support assistants closely follow the careers targets set in the reviews and support students in the transition to life in the sixth form, college or work placement. In addition the services of a specialist careers adviser with responsibility for children with special educational needs and disabilities can be used. Early careers interviews can also be arranged through Connexions.

11. Partnership with Parents and student voice

Parents of students with special educational needs and disabilities are strongly encouraged to be active participants in the education of their children. To enable this to happen:

- Regular meetings are held with parents by the SENCO and/or Assistant SENCO.
- Information about the Learning Support Department can be found on the school website
- Information about how parents can support children with dyslexia and a range of other disabilities can be found on the website
- The Learning Support Department has an open access policy where parents are positively encouraged to ring or visit at any time
- The SENCO or a member of the Learning Support Department attends parents' consultation evenings to discuss the progress of children with special educational needs and disabilities. Subject teachers also discuss students' progress with parents.
- Parents/carers are also encouraged to visit the Hertfordshire County Council Local Offer website www.hertsdirect.org/localoffer. This website provides

valuable information about support, services and activities available for children and young people with special educational needs and disabilities (SEND) and their families.

Involving young people

We are committed to involving young people with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making.
- Support young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

12. Monitoring and Evaluation

The school monitors and evaluates the implementation of the Special Education Needs and Disabilities Policy on a regular basis. This process involves:

- Discussion between SENCO and subject teachers and parents before consultation evenings. A record is kept of numbers of parents of students with special educational needs and disabilities attending parents' evenings.
- EHCP review meetings involving the SENCO, TA team, subject staff, Heads of House, Form Tutor and external agencies.

13. Links to Support services and school to school support for SEN

Tring School work closely with Grove Road School as part of the Ridgeway Learning Partnership. In addition Tring School works closely with all of our feeder schools to support transition and share information on key students.

14. The Role of the Local Governing Board

The Local Governing Board has a responsibility to review the implementation of the Special Needs Policy. To assist it in carrying out this responsibility, it must appoint a Link Governor for Special Educational Needs (see Appendix 2).

The Link Governor ensures that, by means of reports presented to the Local Governing Board, governors:

- become knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- are able to monitor the quality of SEN provision;
- secure that special educational needs are appropriately provided for in the school development plan.

New Government Regulations re role of SENCO

From September 2009 all SENCOS have to be qualified teachers. In addition, by September 2012 all SENCOs who had not been in post for more than 1 year by September 2009, have to complete the new National Qualification for SENCOs (currently under consultation). This is a 1 year MA level course and schools are given 3 years to achieve this.

The Local Governing Board at Tring School is committed to ensure that these regulations are followed and that an opportunity for necessary training to be completed will be given.

15. Complaints Procedure

The school's formal Complaints and Conciliation Policy provides the basis for action by any parents who have a complaint about the school's special educational needs provision. Information and advice sheets are available from the school office.

16. Health Care Plans

To Coordinate Health Care Plans for students with medical needs and liaise with parents, Student Support Team, First Aiders and Health professionals regarding appropriate support.

Appendix 1

The Role of the Special Educational Needs Co-ordinator

1. Assist in drawing up a statement of the school's policy for the education of children with learning difficulties and special educational needs and disabilities.
2. Plan and co-ordinate the initial identification of students with learning difficulties.
3. Liaise with primary feeder schools, with regard to students before and on entry to the school.
4. Make referral for a more detailed diagnoses and assessment where necessary, and provide for specific special educational needs and disabilities.
5. An informed overview of Teaching Assistants and manage the work of specialist support teachers.
6. Consult with colleagues. Support the planning and provision in terms of curriculum aims, methods and resources.
7. Liaise with the external support services (eg. Educational Psychologist, Attendance Improvement Officer, Advisory Teachers, Curriculum Support Service, Multi-Ethnic and Curriculum Support Service, ESTMA, Parent and Student Services and Medical Officer) and Heads of House when:
 - a) the school's assessment indicates the need for further investigation.
 - b) it is considered that the school cannot make adequate provision without additional support.
 - c) there is a need for Advisory Teacher involvement in relation to a sensory or physical impairment.
 - d) referral to multi-professional assessment is indicated.
8. Develop efficient working records for the school's internal Special Needs documentation. Maintain the school's list of students with SEN or EHCP and their reviews.
9. Keep the Leadership Team informed particularly when provision for an individual's special educational need or disability is presenting persistent difficulties.
10. Ensure colleagues who teach children with learning difficulties are aware of the special needs of those students.
11. Monitor the progress of individuals and review provision.
12. Publicise information about courses, literature and new developments in the field of Special Education. Maintain and update the SEN notices Liaise with the Learning Resource Centre to build up a collection of useful reference books pertaining to Special Education.
13. Organise contributions to school-based in-service education and share expertise with mainstream teachers.

14. Liaise with the school first-aiders and teaching assistants and co-ordinate the use of voluntary help for SEN students (eg. external adult volunteers)

Appendix 2

The Role of the Special Educational Needs Co-ordinator

LEADERSHIP TEAM	Chris Lickfold Assistant Head
SENCO	Chris Lickfold Head of Learning Support
LINK GOVERNORS	Penny Brash