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SEN Policy

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Ratified by Governors on 28th June 2017

Mrs D. Bracken



SIDDAL
MOOR

Where students *fly high* through the
expectation of *excellence* in *everything* we do

SEN Policy: Introduction

At Siddal Moor Sports College we embrace social, emotional and academic inclusion. We have a commitment to celebrating diversity within our school community and creating an environment where everyone can flourish, progress and reach their true potential.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice April 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Objectives of the Policy:

To provide an education that enables all children and young people to make progress so that they:

- achieve the best possible outcomes
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training
- are similar to that of peers starting from the same baseline
- match or better the child's previous rate of progress
- close the attainment gap between the child and their peers
- prevent the attainment gap growing wider

To comply with the legal obligations of the Equality Act 2010 so:

- disabled children and young people are not discriminated against, harassed or victimised
- reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
- eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people

To achieve our objectives we will:

- ensure decisions are informed
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from, this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Four Categories for Special Educational Needs and Provision:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. For further information about each of the broad areas, please refer to Appendix 1.

SEN provision at Siddal Moor Sports College:

We provide SEN support in the following areas:

- Medical/Physical
- Curriculum
- Literacy
- Numeracy
- Social Mental and Emotional Health
- Resourced Provision
- EAL
- Speech and Language Therapy

Criteria for SEN intervention:

We identify required actions for SEN students in terms of rates of progress to be achieved and access to learning. When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need

(as stated in SEN definition above), the child or young person will be placed on the SEN register so that they are able to make greater progress with SEN support, rather than without it.

Important: Defining a child or young person as having SEN does not mean that they will automatically be placed on the SEN register (see below). It may be the case that, should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point. Equally, if a registered student who has received SEN support becomes able to make the expected progress without further SEN support, the student will be removed from the SEN register.

The SEN Register and Categories

Categories we use are:

- Level 1: Additional SEN Support
- Level 2: EHCP Levels 2 and 3

The SEN Register:

The SEN register comprises of two categories. The highest category of need is represented by students who have a Education, Health and Social Care Plan (EHCP). These students require additional resources, provided either out of the school's own funding (EHCP Level 2) or via a combination of school's funding plus top-up funding provided by the Local Authority (EHCP Level 3).

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'Additional SEN support' and they form the second category of students whom are placed on the SEN register. Students in this category receive a Support Plan, a key element of which is Person Centred Plan, which is drawn up and monitored in a similar way to that within an EHCP (see below) but which has a lower level of resource attached to it.

Intervention and Support:

The Siddal Moor SEN Department and all staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching.
- By providing discrete interventions for student who are on the SEN register to support students in terms of their progress.
- By providing medical/physical support.
- By providing discrete support as appropriate (eg EAL intervention, curriculum withdrawal, etc.)

The Curriculum and the Learning Environment:

‘All students should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.’ **SEN Code of Practice 2015**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. The majority of students can make progress through such teaching.

At Siddal Moor we offer a broad curriculum. This allows flexibility for students who experience a range of additional needs to progress and flourish. Flexibility can take the form of curriculum choices; it can, for example, be seen in terms of the range of option choices available in Years 10 and 11, where it is possible for students to develop a curriculum that gives emphasis to their particular strengths and skills. Flexibility also exists in terms of the opportunity for students to have a bespoke curriculum, which may mean a reduction in the number of subjects taken, in order for students to cope better with the demands of their subjects.

Specific interventions are provided by the SEN team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy. Some withdrawals may come out of the student’s related subject curriculum time, and some withdrawals may involve students coming out of unrelated subjects. Should this be the case, we endeavour to ensure that a student is not withdrawn from the same subject all the time, but that there is a spread of withdrawal across a range of subjects so that withdrawals cause minimum disruption to progress by the student in the subject from which the student is withdrawn.

Activities in addition to the curriculum:

At Siddal Moor we operate a policy of inclusion in relation to all extra-curricular activities and we strive to ensure that activities are accessible for all. We also operate a number of extra-curricular opportunities that are designed for students who experience various forms of additional need. For

example, a number of our students who have SEN regularly participate in after school homework club.

Post 16

Under Section 41 of the Children and Families Act 2014 we will carry out the following specific statutory duties:

- Co-operate with the Local Authority on arrangements for children and young people with SEN. This is a reciprocal duty.
- We will support children and young people in moving between phases of education and in preparation for adulthood – as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (eg in relation to employment, higher education, independent living and participation in society).

Support for improving the Emotional and Social Development of Students with SEN:

At Siddal Moor we recognise the need to provide support for students who experience social and emotional difficulties. Support for students operates both at a general and more targeted level. At a general level we address social and emotional issues through work in lessons (and particularly Form Time) and through the normal operation of our Pastoral system. At a targeted level (and for those students who experience specific needs), we offer internal support from named key workers. We also offer support from external agencies that come into school in order to carry out bespoke intervention work with groups of identified students.

Involving specialists:

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider involving outside specialists.

Siddal Moor may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will aim to involve a specialist where a student continues to make little or no progress over a sustained period of time or where they continue to work at levels delivered by appropriately trained staff. The student's parents/carers will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with parents/carers and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. Where a student is not making adequate progress, the SENCO, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

Identification, Information Gathering and Review:

The identification of SEN is built into the overall approach to monitoring the progress and development of all our students.

At Siddal Moor, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Assessment consists of:

- Midyis testing
- Reading and Spelling Age Assessment
- Specialised testing. Eg, dyslexia screening/additional reading tests.
- Observation by specialist teachers. Eg, ASD.

In addition to the above, teachers, supported by the Senior Leadership Team, make regular assessments of progress for all students and student progress is regularly recorded in school monitoring. Where students are not making adequate progress given their age and starting point, they will initially receive additional support from their teacher.

Adequate progress is progress which:

- is similar to that of peers nationally starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

At this initial stage of identification, teachers may suspect that a student has SEN. While gathering further evidence (including the views of the student and their parents/carers) teachers will put general teaching support in place, where required. The student's response to such support can help to identify their particular needs.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENCO, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the child.

Determining the level of support required:

After identification and information gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

Step 2: Consult with teachers and other internal staff

Step 3: Consult with parents/carers

Step 4: Consult with outside agencies

Step 5: Decision: the student has SEN and will be placed on the register, or not.

Step 6: If the student has SEN and should be placed on the register, a decision as to what level of support is required will be made. (Level 1, Level 2)

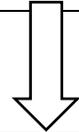
Step 7: Inform parents/carers of the outcome.

Step 8: For EHCP students: Consultation with outside agencies and parents/carers to agree the EHCP.

Student identified as Cause for Concern by referrers, who will be either teachers, other school professionals, parents/carers or outside agencies through completion of referral form.



Information Gathering



Decision: (Is the student SEN or not?) If so, at what level?
Level 1: Additional SEN support and student placed on the register
Level 2: Education, Health Care Plan

SEN Level 1 Support:

- Person Centred Planning with parent/carer involvement
- Additional SEN support Plan
- SEN interventions (where necessary)
- Medical/physical support to enable access to school facilities

SEN Level 2 Support:

- Person Centred Planning with parent/carer involvement
- Education Health Care Plan (Level 2 Internal process) or
- Education Health Care Plan (Level 3 External process requiring additional funding)
- SEN interventions planned in conjunction with external agencies (where appropriate)

Termly Review:

Key review criteria: is progress based on the SEN Code of Practice as follows?

All students are able to make adequate progress which:

- is similar to that of peers nationally starting from the same baseline;
 - matches or betters the child's previous rate of progress;
 - closes the attainment gap between the child and their peers;
 - prevents the attainment gap growing wider.

Termly Review Decisions:

Is the student responding to the level of support given?

Is the student achieving the targets/outcomes that have been set?

Do we maintain, withdraw, increase or decrease SEN support?

Should alternative (none SEN) support be given as an alternative?

Should the student be exited from SEN support?

The Process of Individual Planning:

We create and operate two forms of plans for students on the SEN register, Education, Health and Social Care Plans (EHCPs) and SEN support Plans. The process of both identification and planning can be summarised as follows:

Referral/initial identification – assessment – planning – monitoring – review

Person Centred Planning and Consultation with Parents/Carers and Students:

A key element of the Code of Practice is to ensure that children, young people and their families and carers are central in the process of creating both forms of plan. At Siddal Moor, we will ensure that this is the case by adopting a Person Centred Planning (PCP) approach to the creation of plans.

This means that we have a process whereby students' thoughts and feelings about their own learning and needs are carefully gathered. Similarly, the views and feelings of parents/carers, and where appropriate, the young person's wider family are also collected. To carry out this process properly time needs to be spent in discussion with both the young people and their families. A structured approach is followed to ensure a plan is produced that properly reflects the key views, concerns and wishes of the young person and their family. In the case of EHCPs, the planning process will often cover provision within education but also, where needs dictate, provision within Health and Social Care. Clearly when this is the case we operate a multi-agency approach to support.

For SEN Support Plans the process of creating the plan is essentially the same, in that it seeks to gather the young person's feelings and views in relation to their learning and needs, as well as their parent's/carer's views. The essential difference in comparison to EHCPs is that these plans are completely internal and focus entirely on educational provision and support within school.

Parent/Carer Consultation:

At all times we seek to work in partnership with parents/carers and our aim is always to reach a joint, agreed approach in relation to the planning of provision in response to student's needs. For students with higher levels of need, who are placed on the SEN register, the details regarding parent/carers involvement are shown on the following table:

SEN status	Parent/Carer Consultation	Detail
Additional SEN Support EHCP Level 2 EHCP Level 3	Initial phase: Identification of needs, placement/status on the SEN Register	Completion of parent/carers information regarding views on a child's needs and key issues experienced within school.
	Phase 2: Resource identification and Action Plan development	Discussion and agreement regarding specific levels of intervention, resource requirements and expected outcomes. Action Plan drawn up and agreed.
	Phase 3: Monitoring, review and adaptation	Scheduled review of the Action Plan – consideration of effectiveness and any adaptation.

Student Consultation:

Students who are placed on the SEN register will participate in a Person Centred Planning process. The aim of this process is for the student to represent his or her own views about their needs and about their experiences in school. The structure of this process will vary according to the student's age; the aim will always be to enable the student to best communicate his or her views and feelings about their educational experiences with regard to what works well, what they find problematic and what barriers they feel that they face. The process will also include the setting of targets/outcomes for the student.

Student SEN status	Student involvement	Detail
Additional SEN Support EHCP Level 2 EHCP Level 3	Initial: Collection of student views about school and learning. What works and what helps the student to progress? What is difficult? Target setting.	Students work within a designed framework/process to help elicit their views.
	Phase 2: Action Plan design	Design of the Action Plan discussed with students – student’s views sought
	Phase 3: Review and revision	Student’s opinions collected about the success of the Action Plan - joint review of progress evidence. Review of targets/outcomes. Discussion of amendments/alterations.

Progress and Monitoring:

Written into both EHCP and support plans are targets and success criteria. Both forms of plan will be reviewed and monitored on a termly basis. This monitoring consists essentially of measuring students’ rates of learning and progress and, in light of this, reviewing, amending, adapting or ceasing the plan. Any major changes to a plan will be discussed first as we seek to ensure that the plan continues to reflect the views of the young person and their families. EHCPs are also monitored via a scheduled annual meeting between the key support agencies and the young person and their family.

Use of Data and Record Keeping:

Details will be recorded of additional or different provision made under SEN support. This will form part of regular discussions with parents/carers about the child’s progress, expected outcomes from the support and planned next steps.

Specific responsibility for Co-ordination of SEN:

The SENCO, Ms Dawn Bracken, is responsible for the co-ordination of SEN provision within the school. Provision for students with SEN is a matter for the school as a whole. The named Governor for SEN is Mrs B England.

Role of the SEN Co-ordinator:

The SENCO should:

- liaise with Senior Management to determine the strategic development of SEN policy and provision for students with SEN

- oversee the day to day operation of the school's SEN policy
- liaise with the relevant staff where a looked after student has SEN
- advise on the graduated approach to providing SEN support
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- advise on the requirements of the SEN department
- liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- work with the head teacher and school governor to ensure that the school meets its' responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- oversee all records of all students on the SEN register
- liaise with and advise teachers and classroom support staff and provide effective ways of disseminating student information to staff
- manage support staff
- co-ordinate provision and resources for students with SEN
- monitor and regularly review the progress of students with SEN to ensure they are correctly placed on the SEN register
- liaise with primary schools and special schools in relation to transition planning and transfer documentation to receiving schools
- liaise with parents/carers of students with SEN
- contribute to the in-service training of staff
- liaise with external agencies
- develop effective ways of overcoming barriers to learning through analysis and assessment of need
- monitor the quality of provision to ensure it meets the needs of students with SEN
- collaborate with staff to ensure equality of learning of all SEN students
- provide the Local Authority with necessary documents as requested
- ensure effective deployment of SEN staff
- ensure the School Offer is appropriate to need.

Special arrangements for students with SEN in public examinations:

Students with SEN may require special arrangements to ensure access to public examinations.

Students may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEN register, EHCPs, SEN support plans, provision maps, the pastoral team and teachers.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.

Transition arrangements for students with SEN:

In the normal course of events our transition arrangements are such that all students who will be attending Siddal Moor will, in the summer term of Year 6 meet, in their Primary School environment, a key member of pastoral staff from Siddal Moor. Students will then attend Siddal Moor on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school that have been identified.

Transition information is arranged when pastoral staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and Siddal Moor's SENCO may be required. All SEN documentation is transferred from primary schools late in the summer term.

Admission arrangements:

Siddal Moor will admit students with already identified SEN as well as identifying and providing for those not previously identified as having SEN.

Facilities for SEN students or students who are disabled:

The school is working with students with physical disabilities and their parents/carers to enable them to participate in school life as fully as possible.

The school has full wheelchair access and works with relevant agencies to adapt the environment and curriculum to ensure continuing access.

Complaints Procedure:

The school aims to be sensitive to the needs of the students and their parents/carers. The SENCO welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress and behaviour and further steps the school might take.

Informal complaints may be made through the Form Tutor, Head of Year or SENCO. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally, the head teacher will receive and investigate complaints and seek to resolve problems.

Parents/carers who have a concern which they feel has not been properly addressed may put their concern in writing to the Chair of the Governing Body.

Parents/Carers Right of Appeal:

Following statutory assessment by the LA and a decision being made, parents/carers have a right to appeal about the decision to the Special Needs Tribunal. The following reasons may be used by parents/carers to appeal:

- Refusal to make a formal assessment of the child's SEN
- The LA has refused to issue an EHCP

Parents/carers may value independent advice and support when their child is being assessed for a possible EHCP. This can be sought from SENDIASS.

Appendix 1: Further information about the Four Areas of Special Educational Need:

1) Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. **(Definitions from SEN Code of Practice January 2015)**

Appendix 2: SEN Referral Form:

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil _____ Form _____

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant (parental conversations)

Name of teacher completing this form:

Date:

Action taken by SENCO:

Copies to Pupil SEN file

Action to be taken – including date and person completing action.

- No action required. Why?**
- Observation and report**
- Dyslexia screening**
- Referred for internal intervention**
- Advice given to staff**
- Contact parents/carers**
- Referral to external agency**
- Added to SEN register and SIMS updated**

Amendments to policy:

23rd May 2017

The SEN Register and Categories:-

Page 3:

Deletion of reference to and descriptive information regarding Level 0 non register support.

Page7:

Determining the level of support required: Deletion of reference to Level 0 support

Referral process diagram: Deletion of reference to Level 0 support