

SEND Policy

This policy applies to all pupils in the Junior School, including the EYFS and Preschool.

Section 1: Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (June 2014)
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The school's Special Educational Needs Co-ordinator (SENCo), Mrs Michelle Bates, can be contacted via email at m.bates@she.gdst.net or by telephoning 0114 3587622.

Section 2: Aim

At Sheffield High School we aim to provide all children under our care with full access to a broad, balanced, differentiated and multi-sensory curriculum. We try to ensure that all pupils are given the opportunity to meet their full potential in every aspect of school life by removing or reducing potential barriers to learning, achievement and well-being.

We strive to give pupils, regardless of background or ability, a happy and successful school career and the chance to become confident and independent individuals. The school aims to ensure that children with additional educational, health or care needs are given the same opportunities to contribute and participate in curricular and extra-curricular school life. Support for a variety of needs is a collective, whole-school responsibility; every teacher is a teacher of pupils with individual needs, including those with special educational needs and/or disabilities (SEND).

Objectives

The purpose of this SEND policy is to ensure that;

- Sheffield High School works within the guidance of the SEND Code of Practice 2014 and complies in terms of being able to provide for pupils who have been granted an Education, Health and Care Plan (EHCP);
- Pupils with SEND are identified as early as possible, in order to prevent significant barriers or learning needs developing in the future;
- Information is gathered from all relevant stakeholders and that this data is used to inform the writing of Learning Support Plans (LSPs) where necessary;
- Every teacher regularly reviews the provision for pupils with SEND in order to assess the progress made against targets. Class teacher judgements, end of term assessments and termly pupil progress meetings are used to inform the level and type of support needed;

- Pupils' opinions and concerns are listened to and acted upon so that they can learn effectively in a supportive environment, progressing to their full potential;
- The school develops and maintains a partnership and high levels of engagement with parents/carers and other relevant stakeholders;
- Sheffield High School operates a 'whole pupil, whole school' approach to the management and provision of support for pupils with Special Educational Needs and Disabilities;

Section 3: Identifying Special Educational Needs and the Intervention Process

The school uses the graduated approach as outlined in the Code of Practice (2014). To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Sheffield High School we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child.

Pupils are deemed to have SEND if they require extra support that is above the level that would normally be provided within the classroom setting through differentiated, quality first teaching. The early identification and assessment of children with additional needs allows us to reduce or remove potential barriers to learning, whilst maximising the well-being of the pupils concerned. Pupils at the school with SEND are identified through:

- Observations made by class teachers, Learning Assistants (LAs), SENCO or other stakeholders
- Termly pupil progress meetings
- Formal testing and assessment
- Expressions of parental concern
- Assessments conducted by the SENCO
- Assessments conducted by an Educational Psychologists or other external agencies

Referrals by parents or carers

Any parent/carer may express concern. We welcome any parent/carer into school who may wish to express their concerns or queries, or this can be discussed via telephone or email. Once information is gathered, the SENCO and class teacher will use data to plan next steps.

Staff referrals

Members of staff consult with the SENCO and complete an Initial Cause for Concern form if they believe a pupil may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

What happens once a child has been identified as having SEND?

- The class teacher discusses their initial concerns with parents/carers regarding the pupil's development, achievement, progress and well-being
- Where appropriate, a Learning Support Plan is produced to outline the problems experienced, targets are set and a plan is put in place for current and future provision for the pupil
- If a pupil is failing to make adequate progress against the targets set in their Learning Support Plan, the SENCO may arrange or conduct individual diagnostic assessments to identify the pupil's specific areas of need
- The advice of external agencies may be sought where appropriate
- Any internal/ external assessments or diagnoses will inform planning and target setting (both in and out of the classroom) and the level and type of support the pupil will receive

Graduated Intervention

The school operates a graduated intervention programme. Pupils receive targeted support through a combination of the following:

- Differentiated support in class delivered by class teacher and / or LA
- Group support sessions in or out of the classroom delivered by the class teacher, Learning Support Teacher or LA
- Individual support sessions in or out of the classroom delivered by the class teacher, Learning Support Teacher LA, or SENCo

The above support system will aim to help children to improve their knowledge, understanding, confidence and accuracy. A range of multi-sensory teaching techniques will be used to cater for all learning styles and will include verbal, written, visual and kinaesthetic activities as well as the use of ICT where appropriate.

Learning Support Plans (LSP)

A Learning Support Plan records the support that is given to a pupil in addition to the differentiated curriculum already in place for other children at the school. The plan will be written by the form teacher in agreement with the parents, pupil and SENCo or Learning Support Teacher. The documents will be reviewed by the form teacher and SENCo/Learning Support Teacher at the end of each term, the outcomes of which will be shared with parents (and pupils where appropriate). Following the review process, updates will be made to the LSP where necessary and a new review date will be set. The Learning Support Plan will include information on the following:

- the pupil's specific area of difficulty
- any curricular or extra-curricular strengths of the pupil
- up to three targets to focus on at any one time
- level and type of current support given
- success criteria

Transition

The SENCo role at Sheffield High School spans from Preschool through to Year 13; therefore, transition for pupils with SEND across all phases can be more streamlined and effective.

At Foundation Stage and Key Stage 1 the class teacher will ensure that any existing SEND plans from nurseries or other settings are obtained for the relevant children and reviewed with the SENCo/Learning Support Teacher in accordance with the provision as outlined in this policy.

At Key Stage 2 the SENCo will ensure that any Learning Support Plans are discussed and passed on to the relevant Senior School.

Should a child leave before the end of Y6, any Learning Support Plans will be sent to their new school once confirmation of their attendance at that setting is confirmed.

Types of learning needs and disabilities

The four broad categories of need are detailed below, these may cut across some or all of the areas listed and may change over time;

Communication and Interaction

Speech, Language and Communication Needs (SLCN)
Autism Spectrum Disorder (ASD)
Asperger's Syndrome

Cognition and Learning	<p>Specific Learning Difficulty (SpLD) this includes a range of conditions such as dyslexia (difficulties with reading/spelling/speed of processing/difficulties with organisation);</p> <p>Dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>A discrepancy between achievement and general intellectual ability that may indicate that a pupil has a Specific Learning Difficulty.</p>
Social, Emotional and Mental Health (SEMH)	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <p>Problems of mood (anxiety or depression),</p> <p>Problems of conduct (oppositional problems and more severe conduct problems including aggression),</p> <p>Self-harming,</p> <p>Substance abuse,</p> <p>Eating disorders or physical symptoms that are medically unexplained,</p> <p>Attention Deficit (Hyperactive) Disorder (ADD/ADHD),</p> <p>Attachment disorder,</p> <p>Autism or pervasive developmental disorder,</p> <p>A disruptive disorder or, rarely, schizophrenia or bipolar disorder.</p> <p>Tourette's Syndrome</p>
Sensory and/or Physical Needs	<p>Visual Impairment (VI)</p> <p>Hearing Impairment (HI)</p> <p>Multi-Sensory Impairment (MSI)</p> <p>Physical Disability (PD)</p>

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN). Those pupils who may have a disability or SEN or both are provided with reasonable adjustments to comply with the Equality Act 2010, to increase access to the curriculum, to the physical environment of the school and to written information in alternative formats (see Equal Opportunities Policy and Accessibility Plan).
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Child ‘Looked After’ by the Local Authority

Section 4: Approach

- The ‘Application for Registration and Entrance Form’ requests that parents/carers inform the school of any specific needs that their child may have before starting at Sheffield High School.
- The individual needs of pupils are discussed with previous settings.

- Staff are fully aware of pupils' profile of need, planning and delivering high quality, differentiated lessons in response to individual needs.
- Pupils with SEND experience an inclusive education, with maximum access to the curriculum, making progress alongside their peers to achieve their full potential.
- Where appropriate and in consultation with staff, pupil and their parent/carer, pupils with SEND receive additional support.
- For identified pupils, SEND support should take the form of a graduated approach in line with the requirements of the 2014 Code of Practice.
- Teaching staff are encouraged to report causes for concern about individual pupils to the SENCo, these are saved in the Special Needs folder on the Junior Teacher's Drive.
- When appropriate and following discussion with the Headteacher, class teacher, Deputy Head, parents/carers and the pupil concerned (if appropriate), the SENCo will carry out a detailed assessment to identify individual learning needs, including dyslexic type difficulties. Alternatively, the SENCo may recommend that an individual has a formal assessment by an Educational Psychologist, or by other external professionals.
- A SEND Inclusion Register is compiled and updated regularly by the SENCo.
- The SENCo attends termly Pupil Progress Meetings and monitors identified pupils through assessment data.

Section 5: Criteria for exiting the SEND Inclusion Register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that no further support is necessary and the pupil may exit the SEND Inclusion Register. Further support can be requested again at any point.

Section 6: Supporting Pupils and Families

Sheffield High School endeavours to support pupils with SEND through signposting families to other agencies and services that may be of assistance e.g. MAST team, support groups, training opportunities as appropriate.

The school is committed to ensuring that all pupils have quality transition experiences as they move through key stages. We work closely with SHS Senior School and other schools to ensure that all information regarding pupils with SEND has been shared with appropriate staff.

Section 7: Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some pupils with specific medical conditions may also have Special Educational Needs or Disabilities (SEND) and may have a statement of SEND, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is always followed.

Section 8: Monitoring and Evaluation of SEND

SEND provision is monitored and evaluated in several different ways. The attainment of pupils on the SEND Inclusion Register is monitored at the key tracking points throughout the year. This information then forms part of several reports to Governors and SLT as well as the SENCo. This allows for SLT and Governors to challenge the progress of pupils with SEND in any particular area or highlight good practice.

Individual teachers use the attainment data along with LSPs to evaluate their provision and evaluate the strategies they have been using.

Section 9: Training and Resources

The SENCo attends regular briefings and network meetings locally and nationally at Trust Office to be informed of changes to current practice and to discuss and plan for the needs of pupils with SEND. This includes training, resources and additional support where appropriate.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development and to seek advice from the SENCo where needed.

Resources are allocated to support pupils with additional needs as identified above. This may take the form of differentiated work in class, support from the SENCo/Learning Support Teacher in focused intervention groups, engagement of an outside professional if appropriate or 1:1 support.

Where necessary specialist equipment, books or other resources that may help the pupil are purchased, following the advice from outside professionals wherever possible.

Section 10: Roles and Responsibilities

- All staff are responsible for the identification, monitoring and evaluation of progress of all pupils, including those with SEND. Staff contribute to the inclusive education of all pupils through Quality First Teaching. Staff develop differentiated teaching strategies and resources to overcome barriers to learning and to enable pupils to succeed.
- Parents/Carers support the development of their child's skills by working in partnership with the school to achieve the highest standard of learning possible for their child.
- Pupils contribute to the process, as their views about their needs are sought and taken into account.
- The SENCo is responsible for overseeing the day to day operation of the SEND Policy in the school; co-ordinating the provision for support of individual pupils with SEND; providing professional guidance to staff and working closely with staff, pupils, parents/carers and external agencies.
- The SENCo/Learning Support Teacher identifies, assesses and works with individuals or groups of pupils with SEND who experience barriers to learning; liaises with teachers and parents/carers to increase access for all pupils to learn effectively in an inclusive environment.
- The Headteacher has overall responsibility for ensuring that policies and procedures are in place to ensure the continued development of strategies for SEND within the school's inclusive education.
- The Governing Body, through the SEND Link Governor, reviews the SEND Policy.

Key named people:

- SENCo: Mrs M Bates can be contacted on 0114 3587622 or by email M.Bates@she.gdst.net
- Headteacher: Mr C Hald, can be contacted on 0114 2660324 or by email C.Hald@she.gdst.net
- SEND Link Governor: Mrs J Goodwin

Links to other Policies and Documents:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2014
- Admissions Policy 2013

Section 11: Storing and Managing Information

All pupils' records are kept securely at all times. Paper records are kept secure within individual files in lockable storage cabinets within a lockable office. Files have restricted access. Electronic records also have appropriate security by way of permission levels and password protection.

Files are retained until the pupil reaches the age of 25 years. Retention is set in line with the Limitation Act 1980. After that time, the student record will be disposed of safely by using a cross-cut shredder.

Section 12: Reviewing the policy

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation of performance data and also draws on data gathered from monitoring teaching and learning, assessment and reviews.

SENCo, Headteacher and the SEND Link Governor will review this policy annually.

Section 13: Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Sheffield High School recognises its duties under the Equality Act 2010 and intends to adopt a positive approach to making the school more accessible in terms of:

- Admissions
- The curriculum, both the taught and the wider curriculum
- Associated services, including after-school care and extra-curricular activities
- Behaviour and discipline policies
- Premises

The Accessibility Plan is subject to a three yearly schedule of review and revision, with annual monitoring and review to assess provision for disabled pupils and progress in implementing the plan. The Director of Finance & Operations /School Business Manager through the Health and Safety Committee, is responsible for co-ordinating the implementation of the plan with specific responsibility for physical requirements. The Headteacher is responsible for the implementation of other aspects of the plan, including the dissemination of information to staff.

Risk assessments and procedures are in place to include the assessment of the individual needs of disabled pupils, and a personal emergency evacuation plan is agreed with pupils and parents when deemed necessary/appropriate. A full copy of the school's Accessibility Plan can be found by following the link in Section 16 below.

Section 14: Dealing with Complaints

Sheffield High School welcomes suggestions and comments from parents, and takes seriously concerns or complaints which may arise, as they can help us to improve the educational experience that we provide. As parents/carers are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaint. However, if a parent/carer would like to make a complaint, a copy of the complaints procedure for parents can be found on the school website by following the link in Section 16 below.

At any time parents/carers may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS);

Sheffield SENDIASS
Floor 6 North Wing
Moorfoot Building
Sheffield
S1 4PL
Telephone: 0114 273 6009
Email: ed-parent.partnership@sheffield.gov.uk

Section 15: Bullying

Our school community is based on an ethos of mutual respect and consideration. The school and the GDST are committed to providing a safe and happy learning environment for all. We do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.

Bullying is a whole school issue and we take a whole school approach in response. We regard all incidences of bullying equally seriously and in turn expect all staff, pupils and parents/carers to play their part in preventing and tackling bullying.

The school's Anti-Bullying Policy can be found on the school website by following the link below.

Section 16: Appendices

The school's Anti-Bullying Policy can be found at;
<https://www.sheffieldhighschool.org.uk/school-policies/other-policies-procedures/>

The school's complaints procedure for parents can be found at;
<https://www.sheffieldhighschool.org.uk/school-policies/other-policies-procedures/>

The school's Accessibility Plan can be found at;
<https://www.sheffieldhighschool.org.uk/school-policies/other-policies-procedures/>

Responsibility: M Bates	Updated: September 2017	Review: September 2018
-------------------------	-------------------------	------------------------