

# Langtree School

## SEN policy and information report January 2019

### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

#### About our school

Langtree School is a comprehensive school, committed to providing an environment where all students are equally valued and respected, irrespective of age, gender, social class, ethnic origin, learning ability, disability or sexual orientation, and in which all pupils may develop to their full potential. All of our students are known and valued on an individual basis, and given the best opportunities to thrive. Strong relationships between learners and teachers are at the heart of our school, and we believe that this results in a happy, optimistic and positive culture in which we can all focus on our core mission of 'Putting Learning First'. Our school values are summarised in three key words: Courtesy, Tolerance and Respect.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Susannah Wood

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The members of the Curriculum and Standards Committee are responsible for SEN at Langtree School

The committee members will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Details can be found at:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All staff have access to a register of pupils with SEND, this information includes potential barriers to learning, strategies to help overcome those barriers, assessment information and current interventions. The Oxfordshire Moderation Handbook descriptors are used to decide whether the level of provision meets the criteria for SEN Support.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. When appropriate, we will support induction visits at their new school/College. Some young people require more support with transition into the next stage of their education or training. They may have the opportunity to access alternative courses that are workskills or life-skills based, or to attend an extended work experience placement.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We offer a range of interventions that include:

- Literacy Lift: 1:1 lesson with a specialist teacher of dyslexia
- Rapid Plus Reading
- Catch Up Numeracy
- Spelling Lift
- AcceleRead/AccelerateWrite
- Times tables
- Pastoral and academic Mentoring
- Tuition for core subjects/GCSEs
- Skills for Schools Group (Year 7)
- Princes' Trust, Extra English and Extra Maths (Years 8 and 9)
- 1:1 and/or small group work with Autism mentor

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reader pens, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have recently had significant physical adaptations to the school site to ensure that it is accessible for a wheelchair user. Our Accessibility Policy is currently being updated.

## **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver specialist interventions where they work with pupils 1:1 or in small groups. Teaching assistants may also support identified pupils in the classroom.

We have access to a range of specialist support services including:

- SENSS, who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Social Care
- Looked After Children Service
- Therapy Services
- SENDIASS (Oxfordshire Parent Partnership Service)

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

## **5.9 Expertise and training of staff**

Our full time SENCO holds a B Ed teaching qualification in Special Educational Needs, a Masters Degree in Education and a Postgraduate Degree in Specific Learning Difficulties. The SENCo is a member of the schools extended leadership team. We also have a specialist dyslexic teacher and a very strong team of highly qualified Teaching Assistants and two Higher Level Teaching Assistants (HLTAs).

The school is committed to gain expertise in the area of SEN and whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. There are also regular training sessions for TAs. Reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as time to share information and effective practice. Newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their target grades
- Analysis of pupil tracking data and test results
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education, Health and Social Care Plans
- Monitoring of classroom practice by the SENCo and Team Leaders
- The School Improvement Plan
- Frequent meetings of parents, staff and external agencies, both formal and informal, to plan targets, revise provision and celebrate success.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

When there is a concern about a pupil taking part in activities because of their SEN or disability, this will be discussed with the parent/carer and any relevant support agencies.

### **5.13 Support for improving emotional and social development**

Pastoral support arrangements

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to fully participate in the life of the school, for example, taking part in school productions, school council, anti-bullying ambassadors, Langtree Challenge and student leaders or mentors.
- Pupils with SEN are also encouraged to be part of a variety of clubs to help promote teamwork/building friendships etc.

- Where appropriate, vulnerable pupils are offered a key worker whom they are able to see on a regular basis
- We have a school health nurse who will see pupils by appointment, but also offers regular drop in opportunities
- We currently have a member of staff who is being trained as an Emotional Literacy Support Assistant

We have a zero tolerance approach to bullying.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

We work closely with a range of local authority support services, health and social care bodies, and voluntary sector organisations, in meeting pupils' SEN and supporting their families. If you would like information about these services and agencies, please refer to the links that are provided on the Langtree website (Parents - Learning Support Department).

### **5.17 Contact details for raising concerns**

Should SEN students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the subject teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo.

For a problem that might need time for further exploration, parents/carers should make an appointment. In the case of the student having a Team Around the Family, the lead professional might be more appropriate person to help.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. SENDIASS SEN and Disability Information, Advice and Support Service (previously Parent Partnership Service) is available to offer advice (see links to the Authorities Local Offer).

### **5.18 The local authority local offer**

The school website has a direct link to the local authority's local offer, as well as the local offer for Reading and West Berkshire (Parents - Learning Support Department).

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Anti Bullying Policy
- Safeguarding Policy