

# Preston School



A Business & Enterprise Academy

## SEN POLICY

<b>Staff Link:</b>	Tim Spearing	<b>Date:</b>	January 2018
<b>Governor Link:</b>	Graham Pritchard	<b>Review:</b>	January 2019

## Introduction

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. Schools and colleges **must** use their 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.**

## Key Information

The SENCo at Preston School is Tim Spearing. The SENCo can be contacted directly via email on [TSpearing@educ.somerset.gov.uk](mailto:TSpearing@educ.somerset.gov.uk) or through the school reception.

## Aims and values

- To provide high quality teaching and learning for all students.
- To provide a fully inclusive learning environment where all students feel happy, safe and valued.
- To provide high quality provision for all students who may, at times need to access support or intervention that is "additional to or different from" that which other students may need to access in order to achieve their full potential.

## Identification of SEND

All classroom teachers hold the responsibility for planning their teaching to ensure all students can access the learning and make expected progress in line with national expectations. However, in the event of a student failing to make expected progress and their being concerns about the students learning the class teacher can refer the student to the SENCo for assessment and review.

The SENCo will liaise with class teachers, learning managers, the student and parent as part of any assessment process. They may liaise with external specialist agencies as required. These may include Speech and Language Therapy Service, Physical Impairment Support Team, Autism and Communication Team, Educational Psychologist and Learning Support Services amongst others. Preston School uses the four categories of SEN as identified within the Code of Practice (2014). These are-

- Communication and interaction (CIN)
- Cognition and learning (CLN)
- Social, emotional and mental health issues (SEMH)
- Sensory and/or physical needs (PSN)

## **Teaching students with SEND**

Differentiated quality first teaching is a priority for all pupils, including those with SEND. All staff have access to a CPD programme, which includes a number of SEND workshops. All students with SEND are fully integrated into the mainstream classroom environment where appropriate and we provide a fully inclusive curriculum. Some students may need and access intervention and an alternative curriculum for a short or long-term period. The range of provision that can be accessed at Preston School is set out with the Provision Overview Document.

## **Reviewing progress**

All students learning and progress is reviewed regularly by the class teacher and learning manager. The SENCo holds the responsibility of reviewing all students with SEND progress and liaising with class teachers. Whilst the majority of students have their needs met by the class teacher the SENCO and SEND Support Team will offer advice, support and, if necessary, intervention. Students who receive High Needs funding have an Annual Review meeting to review their progress and achievement with the SENCO and their parents. For all other students with SEND parents are invited to book appointments with the SENCO or SEND Support Team at parent's evenings.

Preston school adopts a graduated response to SEND provision and will ensure that students are accessing high quality wave one teaching prior to incorporating internal intervention programmes. In the event of a student, failing to make expected progress after receiving high quality wave one teaching and high quality internal intervention the SENCo will seek to access specialist support services advice and guidance.

## **Local Offer**

Preston School continues to Somerset Schools Local Offer. Internal support is provided to students within the school in a number of ways as detailed within the Provision Overview document. The SEND Support Team supports the school.

In addition to this, there are a number of additional staff within the school who form part of the SEN provision. These include-

- SEND Team Leader for Cognition and Learning
- SEND Team Leader for Communication and Interaction
- SEND Team Leader for Sensory and Physical Impairment
- Student Medical and Welfare Manager
- Medical Support Assistants
- Student Support Officers
- School Counsellors
- PFSA
- Behaviour and Inclusion Support Worker.

## **Sharing information with Parents**

Parents of students identified as accessing SEND Support receive updates through the student's class teacher and learning manager, this could be in the form of phone calls, emails or meetings. In addition to this, they are able to book meetings with the SENCo as required and at Parents evenings. Students who receive High Needs Funding have an Annual Review meeting where Parents meet with the SENCo and any Specialist services involved in their son/daughters case.

Parents are key in planning intervention and are advised at the start and end of intervention. They are kept updated about the reason for the intervention and the outcomes of the work are shared with them

The School Website provides a source of additional information for all Parents.

## **Communication with Governors**

The SEND Governor is Mr. G Pritchard. The Governors determine the school's general policy and approach to provision for SEN students with advice from the SENCo. They also establish the appropriate staffing, funding arrangements and maintain a general oversight of the school's work. They meet regularly with the SENCo to discuss all SEND issues. They report annually to parents.

## **Communication with students**

All students with SEND are encouraged to make use of the Extra Curricular and Homework Clubs at lunchtime and after school. In addition, student's views are sought as part of their Annual Review and student profiles.

## **Communication with staff**

This happens in a variety of ways:-

- SEND Briefings
- SEN update documents e.g. 'What helps me as a learner?'
- INSET
- TAC meetings
- SEND review meetings
- Emails
- SIMS documents

## **Communication with Other Educational Establishments**

The SENCo maintains links with all feeder primaries and visits all primaries to meet prospective Year 6 students and the primary SENCo to ensure smooth transition between phases. The

information gathered in this way is collated and sifted to provide a pen picture for students to be included in the Preston SEN register before their arrival. They are initially placed on the Preston register at the same stage as their primary register. The SENCo also attends, when appropriate, Annual Reviews of students in Year 6.

### **Tertiary**

The SENCo liaises with all further education colleges, particularly Yeovil College and Strode. Information on students and exam concessions are shared with the colleges with a student's permission.

### **Local Area Secondary Schools**

The SENCo attends the local area Yeovil Federation SENCo working group, which meets every term to share good practice and provide mutual support.

### **Communication with Local Education Authority – Consultation Meetings**

The SENCo, relevant learning Managers meet twice a year with Preston's key support personnel from the LEA. There are usually representatives from the following services: Educational Psychology, Learning Supporting Service, Attendance Officers and Local Services.

These meetings discuss whole-school issues and individual students causing concern. The whole-school issues cover items such as: funding, patterns of need within years, identifying and planning INSET needs, whole –school SEN strategies etc.

### **SEND Student voice groups**

The SEND Student voice group meet termly in an informal setting to discuss their experiences at Preston School Academy. They have a particular focus on teaching, learning, assessment and progress.

### **Integration**

Pupils with SEND are integrated as fully as possible into the life of the school and have access to a balanced and broadly based curriculum, including the National Curriculum. All students are fully integrated into the life of the school, belonging to mixed ability tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for students allowing them to access the same curriculum as their peer group. Staff are supported in this endeavor by INSET, TAC meetings and SEND briefing, and continued advice from the SEND Support Team. The school recognises and supports a student's right to follow the National Curriculum and will only disapply students from elements of the National Curriculum in rare and exceptional circumstances. Opportunities are provided for students to use collaborative learning styles and a variety of methods for assessing and recording students' work are used. Multi-sensory approaches are encouraged in order to enable students to learn more effectively. Learning and Progress Assistants are widely used to support pupils within the curriculum.

At Key Stage 4 the school offers Foundation Learning for students in year groups 9, 10 and 11. This is a double option choice. Students receive additional Maths/English lessons, they also complete a variety of 'key skills' lessons in which they complete work-related learning and follow a varied foundation learning programme. All students are encouraged to take part in a wide range of extra-curricular activities.

### **Continuing professional development**

The SENCo hold the National SENCo Qualification. All other staff receive regular SEN training through the schools CPD workshop and INSET Programme. The Assistant Principal (Professional Learning) coordinates this.

### **Monitoring Progress of SEN students**

The SENCo reports twice yearly to the Governors Welfare Committee on the progress and achievement of Students with SEN. In addition, the GCSE Exam report for all students is published on the school website.

### **Other Policies related to this policy**

Learning and Teaching

Medical Needs Policy

Safeguarding Policy

School Admissions Policy

Accessibility Plan

Complaints Policy

### **Monitoring and review of the policy.**

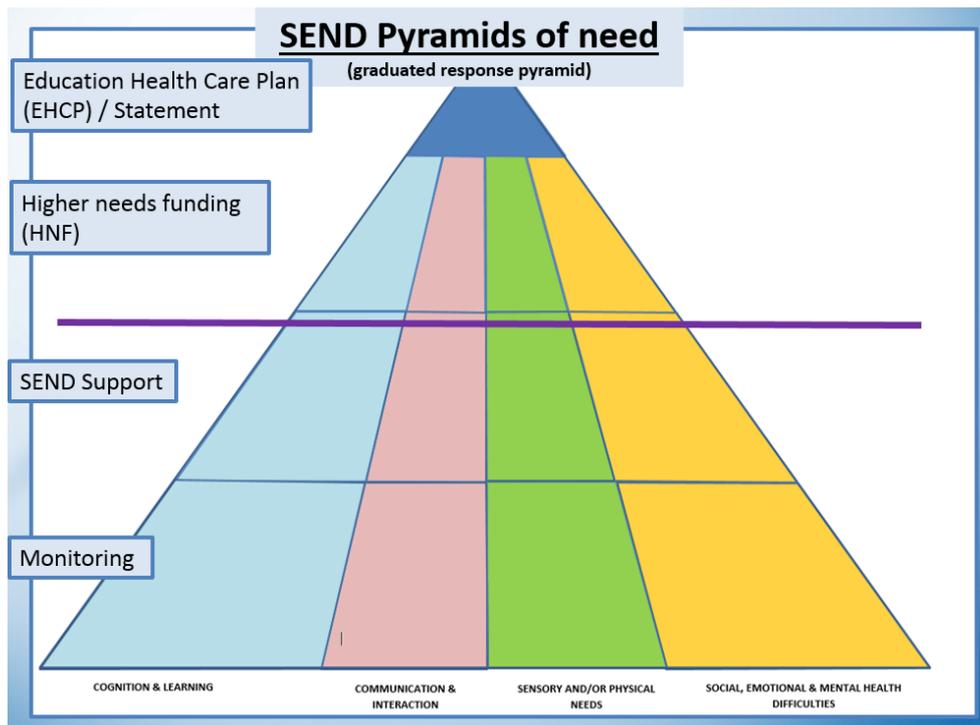
This policy will be reviewed annual and overseen by the Assistant Principal (Achievement for All). The policy will be quality assured through the Governors Welfare Committee.

**Preston SEND Data 2017-18**

Year Group	monitoring	SEND support	High Needs Funding	Statement / EHC Plan	Total
7	6	19	5	4	34
8	4	12	0	2	18
9	4	17	2	3	26
10	6	10	1	0	17
11	11	11	3	4	29
	<b>31</b>	<b>69</b>	<b>11</b>	<b>13</b>	<b>124</b>
<b>Percentage of school on SEND register 12.5% / national average 14.4%</b>					
<b>Percentage of school with EHCP or statement 1.3% / national average 2.8%</b>					

**SEND Register**

This year we have introduced the SEND Pyramids of need to provide staff with a quick visual interpretation of where students with SEND are placed on the SEND register (see Pyramid below). There is one pyramid for each year group. Students who sit below the purple line have their provision met primarily by the class teacher, those who sit above it have more of a bespoke package of provision organised by the SEND Support Team



### **Preston SEN Parental Participation Approach**

Preston endeavors to raise the parental participation and promote positive and open lines of communication, this is achieved through a range of strategies including;

#### **Parental Consultation Meetings**

All parents are invited to a meeting with their AM and SENCo on this day. Parents who are unable to attend can request alternative appointments.

#### **Parents Evenings**

The SEND Support Team are available for parents appointments at all subject parent evenings.

#### **Appointments**

All parents of students with SEND are able to book meetings with their Learning Manager and /or SENCO as requested.

#### **Annual Reviews**

All High Needs funded students have an Annual Review with the SENCO, this provides further opportunities for parental feedback and participation through attendance and parental consultation forms.

#### **Email**

The SENCO email is available on the school website for parents to contact them directly

#### **Additional Support for Parents**

For those parents who find meetings in school difficult, additional support is available through the following staff;

- PFSA
- Emotional Support Worker
- Student Medical and Welfare Officer

These staff members can facilitate home/school meetings.