

SUMMERHILL SCHOOL STAFF INFORMATION FILE

Special Educational Needs and Disability (SEND) Policy

Revised in line with the New Code of Practice

2016-17

Mission Statement

'Success through Caring'

Summerhill School aims to be a fully inclusive mainstream school that provides a broad, balanced and relevant curriculum of the highest quality for all students. We do this by taking into account our students' varied life experiences and needs to ensure that all students flourish both academically and socially. Our educational aims and expectations for students with SEND are the same as those for all students. We recognise that SEND may be experienced throughout, or at any time during a student's school career, and as such we are able to be flexible in our approach.

All staff at Summerhill believe that every teacher is a teacher of every child, including students with SEND.

Aims

- To provide every child access to a broad and balanced education. This includes the National Curriculum, in line with the Special Educational Needs Code of Practice 0-25.
- To promote independence, equality and consideration for others.
- To ensure that the needs of all pupils are met.
- To raise the aspirations and expectations of all pupils with SEND.
- To provide equal opportunities for all.

Objectives

- **For staff members to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and our primary feeder schools) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCO.
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO alongside the Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **To work alongside the support of outside agencies** when the pupils' needs cannot be met by the school alone. Summerhill School receives further support

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from Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Physical Impairment and Medical Inclusion Service (PIMIS) and Physiotherapy.

- **To create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and by carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each tutor group. The tutor community helps to build a sense of belonging, respect and value. A sense of team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council or affiliation with sports teams and other clubs).

Roles and responsibility for the coordination of SEND provision

The Head Teacher

The person responsible for overseeing the provision for children with SEND is the head teacher.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCO) is responsible for the day-to-day operation of the school's SEND policy. The SENCO works with pupils, staff, parents and outside agencies.

SEND Governor

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Arrangements for coordinating SEND Provision

The SENCO will hold details of all SEND Support records such as the SEND register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

All staff can access the following documents on the school's shared area:

- The Summerhill SEND policy
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' educational needs, including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources and information about types of special educational needs and disabilities.
- Information available through the Dudley SEND Local Offer.

By accessing the above, every staff member will have complete and up to date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission arrangements

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The school's admissions criteria do not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompanies the SEND and Disability Act. The school follows the current admissions criteria as laid down in the Dudley LA Admissions Team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted, whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Specialist SEND provision

Summerhill is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see the section entitled "Inclusion of pupils with SEND".

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

Facilities for pupils with SEND

The Summerhill School building was built in 2003 under a Private Finance Initiative (PFI) agreement. The building is owned by Dudley Local Authority. The site building regulations comply with all relevant accessibility requirements. **Mitie** (the Facilities Management Company appointed under the terms of the PFI contract) oversees the maintenance of the site. The building provides wheelchair access, lifts and disabled toilets. One classroom is allocated to form the Learning Support base for students with SEND to access. Please see the school Accessibility Plan for more details.

Identification of pupils' needs

At Summerhill we adopt the definition of SEND as stated in the Special Educational need Code of Practice 0-25 Guidance (2014).

A child or young person has SEND 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 young person has a learning difficulty or disability 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning

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- social, emotional and mental health
- sensory and/or physical needs

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision. Some students will have a Student Passport to support identification of their needs in the classroom.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

At Summerhill all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

- 1 Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- 2 Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- 3 The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- 4 The SENCO may be consulted for support and advice and may wish to observe the pupil in class.
- 5 Through the above actions it can be determined which level of provision the pupil will need.
- 6 If a pupil has recently been removed from the SEND register they may also fall into this category of being outside the range of expected academic achievement. If so, continued monitoring will be necessary.
- 7 Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school
- 8 The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- 9 Pupil progress meetings, academic tutorials and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

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SEND Support:

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the school's SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

• Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support, the subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment. Comparisons with peers and national data are also used, together with the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that

- support and intervention is matched to need,
- barriers to learning are clearly identified and being challenged
- the interventions being used are developing and evolving as required

External support staff may be contacted, following discussion and agreement from parents, to help inform the assessment of need.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of Year, SENCO and parents to agree:

- the adjustments, interventions and support that are required
- the impact on progress, development and or behaviour that is expected
- a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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Do

The tutor, Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and its links with classroom teaching. The SENCO will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and the implementation of effective support.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The SENCO will revise the support in the light of pupil progress and development, making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan (EHCP):

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that it requires a multi-agency approach to assess that need, to plan provision and identify resources.

The decision to make a referral for an Education Health and Care Plan will be taken at a progress review meeting, involving parents, SENCO and Head of Year as applicable.

The application for an Education Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social care
- Health professionals

Information will be gathered relating to the current provision and a summary made of any action points taken. The preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan. Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.dudley.gov.uk/resident/localoffer/>

Or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

Education Health and Care Plans (EHCP)

An EHCP will be provided by Dudley MBC, if it is decided, following statutory assessment, that the needs of an individual are not being met by the support that is ordinarily available. Staff in school and parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

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Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Dudley MBC SEND Local Offer can be found on the school website homepage. For further information please contact the SENCO.

Access to the curriculum, information and associated services.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. As far as possible this takes into account the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

Where this is not possible, the SENCO will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are encouraged to attend voluntary twilight and Inset training to further develop their skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils, including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching – to ensure staff members are kept up to date with teaching methods which will aid SEND pupils
- The progress of all pupils, including those with SEND.
- Ensuring in-class provision and support are deployed effectively and that the curriculum is differentiated where necessary.
- Ensuring that individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best
- Celebrating achievements at all levels.

Inclusion of pupils with SEND

The Head teacher oversees the School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services through the termly meetings. The Single Point of Access (SPA) and the Safeguarding Team are also available for Heads of Year and nominated Safeguarding Officers to access. Where a behavioural incident warrants exclusion, the relevant Head of Year and members of SLT will consider the incident in line with the School Exclusion Policy.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year.

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Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Further feedback from parents can be given at any time through the email contact available on the school website.

SEND provision and interventions are recorded on individual provision maps, which are updated when the intervention is changed. These are updated by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report. The evaluation is carried out by the SENCO in consultation with the SLT and link SEND governor. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening. This will be collated and published by the governing body of the School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or the Head of Year who may refer your concerns to a more senior member of staff if needed. If you are not entirely happy you should contact the Head teacher who will work with you to resolve the issue. The school has a formal complaints policy which can be found on the website.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with local and national updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

All teacher and support staff undertake induction on taking up a post and this includes meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents. There are regular meetings between the pastoral team and learning support team. At this time any relevant information regarding pupils with SEND is discussed and, if necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

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Working in partnerships with parents

Summerhill believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND, leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- That parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged, based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority SENDIASS service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

Transition

The SENCO meets with Primary SENCOs to discuss the Special Educational Needs of children moving to Year 7. Students who need a Student Passport will be involved in the writing of it before they arrive. Where a student has a current statement or EHCP there is a legal requirement to provide an annual review. During Year 11 the annual review transition plans are drawn up in accordance to parental, pupil and staff views, following the results of a Review Meeting.

Links with other agencies and voluntary organisations

Summerhill invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. Services which school may draw upon include:

- Dudley Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child, unless there are over-riding safeguarding issues.

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Supporting Children 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 children 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 children with a medical condition may also have SEND and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed in these cases.