

**POLICIES AND PROCEDURES**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES DEPARTMENT POLICY**

**This document describes the provision available at ISCS for pupils with Special Educational Needs and Disability (SEND)**

**Special educational Needs and Disability Code of Practice 2015**

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## 1.1 Rational

ISCS is committed to ensuring that the necessary provision is made for all students with SEND. The SEND Code of Practice (2015) by the British Departments for Education and Health and Social Care states: *"All children and young adults are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives*
- *Make a successful transition into adulthood, whether into employment, further education or training"*

## 1.2 Definition

Special Educational Needs and Disabilities (SEND) refers to children and young people who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most of their peers.

*"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 him or her".* (Special Educational Needs and Disability Code of Practice, 2015)

## 1.2 Whole School Approach to SEND

To ensure the correct provision is available for students with SEN, ISCS takes a whole school approach to develop our policy and practice. School leaders encourage an ethos which values and respects everyone in the learning community, making the school a place where all learners have an equal right to a high-quality education. In order to do this we:

- Ensure any decisions made about provision are informed by the views of the teacher, pupils and parents.
- Have high ambitions and set challenging targets for students with SEN.
- Track pupils progress towards these targets and long term
- Ensure that any approaches used are based on evidence of good practice
- Review the impact of any special educational provision on pupil progress
- Promote positive outcomes in the wider areas of personal and social development

The Special Educational Needs Coordinator (SENCo) has the overall strategic responsibility and provides guidance and support to others, **meeting the needs of pupils with SEN must be seen as part of everyone's role.**

### **The Graduated Approach:**

As part of our overall graduated approach to providing support, High Quality Teaching must be the first step in responding to pupils needs.

For pupils who require further support to make progress, school must try to remove barriers to learning and put effective special educational provision in place - The four part cycle

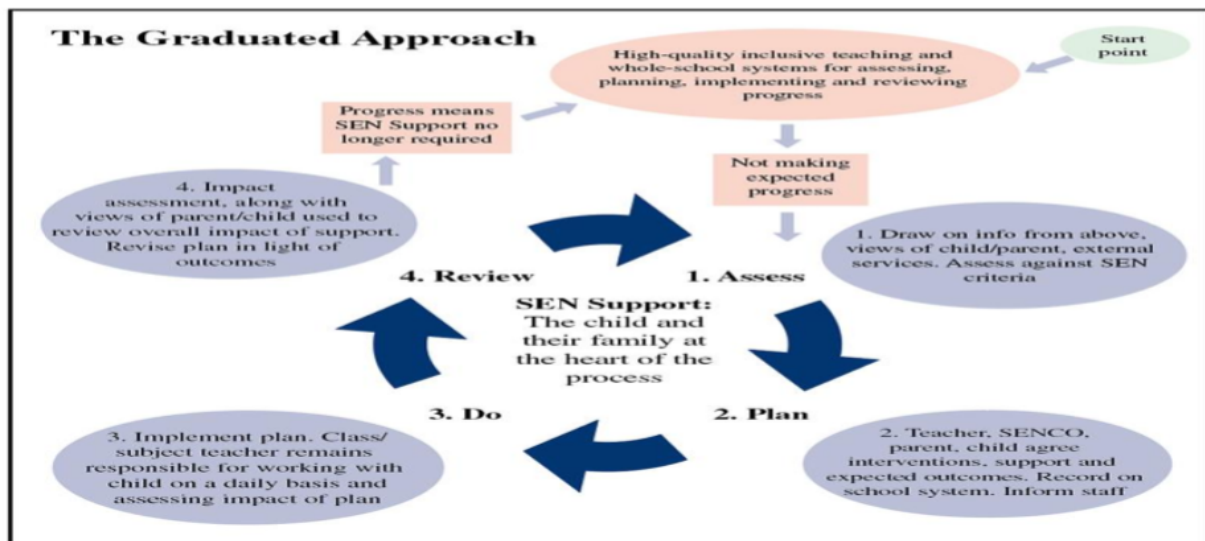
**Assess, Plan, Do , Review**

Individual Educational Plans (IEP) are set up for these students, with the support from teachers, parents and the student.

Where a student is receiving SEN support and a number of strategies have been tried but still the student is not making progress, it may be appropriate to ask the family to involve other professionals who work with children and young people with SEN including educational psychologists, speech and language therapists, and physiotherapists.



**APPROACH**



**PROCESS-HOW IT WORKS**

<b>1</b>	<b>IDENTIFYING SPECIAL NEEDS STUDENTS</b>	<ul style="list-style-type: none"> <li>Teaching staff and SLT raise concerns about students possibly having SEN.</li> <li>Admissions to inform teaching staff and SLT about new students having SEN.</li> <li>SENCo completing observations during lessons to identify the needs for the different students.</li> </ul>
<b>2</b>	<b>DEFINING STRATEGIES FOR SPECIAL NEED STUDENTS</b>	<ul style="list-style-type: none"> <li>SENCo defining strategies for SEN students based on the observations made and on the information available.</li> <li>SENCo defining IEPs for those students who may need them.</li> <li>SENCo sharing information with teaching staff and SLT.</li> <li>Final plans to be shared with families.</li> <li>Students who need more support (psychologist, therapist, 1-1 work, etc) need to be recommended to attend-references</li> </ul>
<b>3</b>	<b>IMPLEMENTING STRATEGIES FOR SPECIAL NEED STUDENTS</b>	<ul style="list-style-type: none"> <li>Strategies to be implemented in class by teaching staff.</li> <li>Teaching staff to refer to SLT and SENCo if they observe that modifications need to be carried out.</li> <li>If the student sees an external professional, monitoring process and constant communication are essential.</li> </ul>
<b>4</b>	<b>EVALUATION OF PROGRESS MADE BY STUDENTS WITH SPECIAL NEEDS</b>	<ul style="list-style-type: none"> <li>SENCo to observe and analyse the progress made by students. Analysis.</li> <li>Starting process again if needed-new strategies to be implemented.</li> <li>Finishing process if the student made a very good progress and can continue without being considered a SEN student.</li> </ul>

## Supporting documents

- [SENCo Drive](#)
- [teacher concern form](#)
- [student observation template](#)
- [IEP template](#)
- [Class lists to record information](#)

## 1.3 Roles and Responsibilities

### Headteacher/ SLT

The role of the Headteacher and SLT is to embed high standards across the whole school. This is to raise aspirations and secure high academic standards for all children and young people, regardless of whether they have SEN. School leaders should review regularly how expertise and resources, used to address SEN, can be used to build the quality of whole school provision as part of their approach to school improvement.

Headteachers are expected to

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Provide a safe and calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and the wider community.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budget and resources, in the best interests of pupils' achievements and the schools' sustainability.
- Inspire and influence others- within and beyond school- to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### Teachers

The role of the teacher is to make the education of all their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences, teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their students.

Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds.

In relation to all students, teachers are expected to:

- Be accountable for attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan to build on these
- Adapt teaching to respond to the strengths and needs of all students
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

- Have a secure understanding of how a range of factors can inhibit a student's ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages.
- Have a clear understanding of the needs of all students, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive approaches to engage and support them.

## **SENCo**

A qualified professional working alongside the Headteacher and Coordinators to determine the strategic development of SEND policy and the provision within the school.

Key Responsibilities:

- Overseeing the day- to- day operation of the schools SEND policy
- Coordinating provision for students with SEND
- Advising on the graduated approach to providing SEND
- Reviewing the effectiveness of intervention work for SEND students
- Being a key point of contact with external professionals
- Keeping records of all SEND students
- Liaising with teachers and parents to keep up to date progress

The SENCO provides advice to ensure teachers can effectively meet the responsibilities towards students with SEN.

SENCO can support:

- Help identify student's strengths and needs and understand potential barriers to their learning.
- Support with curriculum planning.
- Provide advice on strategies to use in the classroom as part of HQT.
- Help set targets for SEN children.
- Join in meeting with parents and professionals.
- Making recommendations regarding the importance of the intervention by external professionals in some cases.

## **1.5 Procedure**

When to consult with the SENCO

- If a student has been diagnosed with SEN
- If a student has not been diagnosed but things are not progressing as they should and the needs are likely to be more than a minor concern.
- If parents have noticed graver difficulty and have informed the school about their concern
- If a student is not developing the age appropriate skills, even with the adaptation and differentiation within the classroom.

## SEND PROCEDURE

**1. Teacher or parent concern to either the tutor, coordinator or the SENCo**

- Fill in a causing concern form from the SENCo folder
- Discuss concern with the SENCo

**2. ACCESS**

- SENCo to collect information from tutors
- Data analysis
- Previous history
- Discussion with parents
- Observation

**3. PLAN**

- IEP if necessary
- Strategies for the classroom
- Share plan with teachers and parents

**4. DO**

- Tutor to mentor
- Differentiation
- Strategies for teaching
- Resources

**5. REVIEW**

Is the plan working ?

- Observation
- Discussion
- Data

**IEP's** - Where a Special Educational Need is identified the SENCo will share the information on the students needs to all relevant staff via an Individual Education Plan.

The IEP will include

- A students diagnosis
- Information from Professional reports
- A students strengths and difficulties
- Intervention that is in place to support the student
- Parent signature
- Feedback from staff
- Review on progress
- Termly targets