



Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed:	September 2018
Adopted by Governing Body:	5 December 2017
Review date:	September 2019
Policy Responsibility:	Mr J Petit

SPECIAL EDUCATIONAL NEEDS POLICY

RATIONALE

Trinity High School values the abilities and achievements of all its students, and is committed to providing for each student the best possible environment for learning. At the heart of SEN provision lies Quality First teaching with an expectation that all staff will differentiate the learning environment and demonstrate this competence within their Performance Management cycle.

Our SEN Policy recognises the entitlement of all students to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEN in accordance with current legislation.

OBJECTIVES

In accordance with the SEN Code of Practice Trinity High School will:

- Ensure that all students with SEN are offered a broad, balanced and appropriate curriculum
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education in order to maximize their achievement
- Ensure that SEN Students take as full a part as possible in all school activities and are involved, where practicable, in decisions affecting their future SEN provision
- Ensure that parents of students with SEN are kept fully informed of their child's progress and attainment.
- Publish a School Offer on the school website to show what may be available to support students in school as and when appropriate.

CONTEXT

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other similar schools in the local area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Trinity High School will have due regard for the Special Educational Needs Disability Code of Practice 0-25 years when

carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

IMPLEMENTATION

Our policy aims to improve the outcome for every student with SEN in all the areas outlined in the Every Child Matters agenda. It complies with the requirements of the Special Educational Needs & Disability Code of Practice 0-25 and the Equality Act 2010. This will be achieved by:

- Enabling identified students with SEN to reach their full potential
- Enabling successful transition of students with SEN from their previous educational establishment and beyond their life in the school
- Removing barriers to achievement and offering an alternative/personalised curriculum at all key stages to meet the needs of the individual
- Arranging specialised provision in each year group to meet the needs of groups with low level achievement
- Ensuring that appropriate staffing and funding is in place for students with SEN
- Identifying and providing for More Able students
- Ensuring that the Governing Body and in particular the SEN Governor, are up to date with the Every Child Matters agenda, The Equality Act 2010 and the School's SEN provision and are involved in the future development and monitoring of this policy
- Making SEN provision an integral part of the School Development Plan and Performance Management cycle.

ETHOS

The school is committed to an inclusive ethos that is underpinned by the five stated outcomes of the Every Child Matters (ECM) agenda:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being □ Make a positive contribution.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Governors every three years in accordance with the school's review cycle.

APPENDICES

Appendix 1	Specific Roles and Responsibilities
Appendix 2	Identification, Assessment, Provision and Review
Appendix 3	Transition Arrangements
Appendix 4	Access Arrangements

ROLES AND RESPONSIBILITIES

The **Special Educational Needs Coordinator (SENCO)** is responsible for, in addition to the requirements of a class teacher and any other agreed responsibilities:

JOB PURPOSE

To work closely with the designated Assistant Head Teacher in the strategic development of the school's Special Educational Needs (SEN) Policy and oversee the day to day operation of that policy with the aim of raising SEN student achievement. The SENCO is expected to actively promote the educational aims and ethos of Trinity High School.

Personnel Management

- Line manage a team of Progress Assistants (PAs) including initial timetabling, delegation of tasks, advising, supporting and monitoring
- Organise and coordinate the work of outside agencies, including student referrals
- Organise regular reviews of IPMs and annual reviews of Statements/EHCs and disseminate information to staff
- Oversee arrangements for the administration of annual reading tests
- Ensure that access arrangements are applied for and put in to place where appropriate
- Organise special arrangements during examination periods
- Contribute to the professional development of teaching staff, including whole school INSET provision
- Operate in accordance with the national SEN Code of Practice (2014).

Curriculum and Learners

- Work closely with the designated Assistant Head Teacher to ensure high quality provision for students requiring learning support
- Attend vulnerable student meetings and PA meetings to help create positive solutions for learners with Special Educational Needs
- Support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. autism, dyslexia)
- Contribute to the support and training of teachers to manage and work effectively with other adults
- Contribute to the effective development of literacy and numeracy across the curriculum
- Contribute to the evaluation of SEN interventions in order to identify effective practice and areas for improvement
- Liaise with the pastoral team to ensure all Students' learning is of equal importance and that there are realistic expectations of Students
- Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.

Monitoring

- Monitor the work of PAs and SEN staff to include planning, management of learners, the keeping of records and take appropriate action if required
- Monitor the outcomes of interventions.

Communication and Information

- Maintain effective partnerships with parents/carers to promote learning and provide information about targets, achievement and progress
- Contribute to the induction programme for new students
- Contribute to the induction programme for new staff.

Other Professional Requirements

- Co-ordinate and attend all annual reviews of students with statements/EHCs
- Liaise with Middle School SENCOs to help facilitate continuity and progression through the development of a transition programme
- Implement and deliver enhanced transition programme for vulnerable Students
- Prepare and manage statutory assessment paperwork
- Attend parent information evenings
- Attend SEN training courses and disseminate back to colleagues.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, through wave 1 and 2 interventions and implementing the Assess, Plan, Do, Review cycle by regularly checking and acting upon information provided by the Inclusion and Pastoral Teams
- Ensuring that schemes of work are appropriate for the needs of all students they teach
- Using differentiation appropriately in all lessons
- Setting achievable targets for individual students and evaluating the success of these targets
- Contributing to the Annual Review of Statement/ EHC Plan students.
- Referring students who are having difficulties to Tutors, Heads of Year and the SENCO
- Attending training sessions provided by the SENCO
- Using Progress Assistant support available in lessons appropriately and liaising with the Progress Assistant in advance to maximise impact on an individual's learning.

The Head teacher, SENCO and the School's leadership team has the responsibility to ensure the implementation of the SEN Policy.

The appointed governor for SEN plays a vital role in ensuring that SEN stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for students with SEN.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Wave 1:

Students are supported through 'Quality First' teaching, which means that teachers differentiate their lessons to accommodate all learners.

- When a Student is identified by a teacher or parent as not being catered for through Quality First teaching, the graduated approach will begin:
 - Assess
 - Plan
 - Do
 - Review
- Teachers use the Initial Concerns Record sheet for passing on their concerns; to the SENCO for processing.

Wave 2:

Students that have been through the graduated approach, or have already been identified for intervention from middle school data, will receive additional support.

- When a student is identified as not having his/her needs met through Wave 2 intervention, they will be considered for Wave 3.

Wave 3:

Students that already have a statement are likely to be moved over to an EHC (Education, Health & Care) plan; students can be put forward for these via the SENCO.

Education, Health & Care Plans (EH&C) (graduated replacement for the statement)

An application for an Education, Health & Care Plan may be considered for an individual if, despite interventions at Wave 1, 2, 3 a student continues to make little or no progress. The application for an Education, Health & Care Plan will take place in full consultation with parents, the SENCO and relevant outside agencies. When an Education, Health & Care Plan is awarded to a student the SENCO will work with the Special Educational Needs Support Services to monitor and review student performance in line with the stated objectives. An Annual Review will be held each year. Parents and outside agencies will be invited and involved fully in the review meeting. Trinity High School works within the LA guidelines of delegated funding to ensure that all student and staffing needs are met.

ADMISSION ARRANGEMENTS

Admission Arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.

As such students with SEN are admitted within the normal admissions procedure of the school. Parents and students are invited to view the school along with all other parents at an Open Evening, or on a private inspection by appointment. The Local Authority is obliged to consider any parental preference to place a child with Special Educational Needs at Trinity High School.

Transfer Arrangements

The SENCO and Pastoral Team will liaise closely with all feeder Middle schools in the area, to meet and obtain information regarding students with SEN who wish to transfer to Trinity High School in year 9. Where possible, the SENCO will attend the Year 8 Annual Review of students transferring to Trinity High School to ensure a smooth transition between schools. Students with SEN requirements will be invited to attend additional transition days.

ACCESS ARRANGEMENTS

Access arrangements allow students with special educational needs, learning difficulties, disabilities or temporary injuries to access an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way Trinity High school & Sixth Form Centre will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

The school aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience. We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 2017-18). It is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling. **Procedures will be amended to reflect latest advice from JCQ with immediate effect where necessary.**

We will use every opportunity to identify a student's needs from their first contact with the school and through feeder school liaison. Teaching staff will often identify a specific area of difficulty and begin the process of providing evidence of sustained need. The Learning Support Department will begin the process of assessment and where appropriate, prepare reports to substantiate evidence of an identified need. They will make reasonable recommendations concerning specific adjustments to meet the student's needs based upon a professional judgement. **Access arrangements must reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal mode of working.'**

The decision to apply for access arrangements is the school's based on evidence of a history of need and history of provision. Any student has the right to withdraw their permission for access arrangements to be applied for if they so wish.

USE OF WORD PROCESSEORS IN WRITTEN EXAMINATIONS

As set out in the JCQ guidelines 2017-18 a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within Trinity High School.

Criteria to be used to award and allocate word processors for examinations (subject to availability)

- a learning difficulty which has substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting