



Stafford Manor High School

Review frequency (Free/annual/etc.)	To be updated annually.
Date of initial review by AR	January 2022
Responsibility of (FGB/Committee/individual)	FGB
Date of adoption by FGB	21/03/2022
Signed by Chair of FGB (W Dix)	<i>W Dix</i>
Next Review date	Spring Term 2023
Date received by Staff	Week commencing 28/03/2022

SEND POLICY AND INFORMATION REPORT

Guiding Principles

- In Stafford Manor High School we have high expectations and set suitable targets for all pupils.
- In Stafford Manor High School a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or Education and Health Care Plan (EHC).

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEN (see also curriculum and assessment policies).
- To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- To enable all students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Board to enable them to fulfil their monitoring role with regard to the Policy Statement for SEN.
- To work closely with external support agencies, where appropriate, to support the need of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

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:

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- 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.

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.

Responsibilities and Resources

The role of SENCO is fulfilled by Mrs A. Rushton (Assistant Headteacher). Mrs A Bradbury (Assistant SENCO) works closely with the SENCO to support the needs of students on the SEN register.

They will:

- Work with the Headteacher, Deputy Headteacher and SEN Governors 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 coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Ensure all students follow a broad curriculum that is appropriate to their age and stage of development.
- 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, Deputy 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.

The SEN Governors

The SEN Governors are Miss C Phillips and Mrs Carolyn Trowbridge:

- 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, Deputy Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the Deputy Headteacher, SENCO and SEN Governors 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.

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
- Using up to date SEN information for each student stored in their teaching file in order to plan and differentiate effectively
- Ensuring they follow this SEN policy

SEN information report

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), depression and anxiety,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,
- Moderate and multiple learning difficulties.

Identifying pupils with SEN and assessing their needs:

Students receive a differentiated, broad and balanced curriculum that is appropriate to their age and stage of development. We identify children with special educational needs by gathering information from primary schools, analysing SATS results and carrying out our own baseline assessment. Those who fail to make the expected progress are also identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the Head of Faculty, SENCO or SLT about a child with a potential SEN or other barrier to learning.

At Stafford Manor High School we use a range of assessment data: relevant family/medical history, KS2 profiles, base line reading and numeracy testing, teacher assessments, screening tests, mock exam results, ASP, teaching assistant assessments, reading/spelling phonological awareness tests, behaviour observations recorded in a log, classroom support plans; to monitor and assess pupils. A range of diagnostic tests are used as appropriate.

We 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.

Consulting and involving pupils and parents

If a student is not making the progress expected their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and student to gather their views about:

- The student's strengths and areas of difficulty.
- Concerns that the parent/carer and student may have.
- Agreed outcomes.
- Agreed next steps

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.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will notify parents when it is decided that a pupil will receive SEN support.

Evaluation of the effectiveness of our SEN provision in the following ways:

- A yearly SEN Review with SLT. This involves observation of Staff, book scrutiny, curriculum scrutiny and a review of SEN Student Data.
- Regular reviews of SEN provision will be undertaken in line with the monitoring of the School Improvement Plan
- We complete full review of SEN provision as part of the whole school Quality Assurance process
- We complete the legal requirement for annual reviews for all EHCP students.
- We complete Reviews of learning support assistants practice through observation which feeds to Appraisals.
- SEN consultation evenings

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.
- SSP targets

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Special Educational Needs

If a child is formally identified as having SEN with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age; a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An

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application can only be made following two full cycles of Assess, Plan, Do, Review (detailed earlier) covering at least two terms.

On gathering all relevant advice about a student's progress the SENSS team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

Review Meetings

Review meetings are held regularly for all students on the SEN register. Parents/carers are invited in, if appropriate. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new SSP the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For students with a Statement of Special Educational Need or an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHC. A copy of the review report is sent to all invitees, including parents/carers, and the SENSS Team.

For children issued with a Statement of Special Educational Need or EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SENSS Team will be involved as well as any other external agencies.

The SEN Register

The register is updated termly to take into account summative assessment results. Teachers who wish to nominate additional pupils to be placed on the register will provide the following evidence to the SENCO:

- Written record of concern (or dyslexia checklist).
- Progress over time against the individual's target which shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace.
- Evidence of strategies already in place.
- A piece of unaided work from the curriculum area deemed to be problematic.
- Other relevant information e.g. personal, medical, family circumstances, etc...

Curriculum

Students have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and SSPs. 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.

To enable access to the curriculum for pupils with SEN, the school provides:

- Specialist teachers.
- Teaching Assistants.
- Individual teaching programmes.
- Individual timetables.
- Intervention resources.
- Specialist equipment.

Facilities for Pupils With Special Educational Needs

- The school is a building with many steps and stairs. There is, however disabled access throughout the ground floor of the building and a disabled toilet.
- There are facilities for small group/individual teaching in the Turnaround Room, the Nurture Room and the library.
- All members of the school community, including students, are invited to inform the school of any disability they have.
- The Safeguarding Policy and the Health and Safety Policy should be read in conjunction

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with this policy.

Resources

- Delegated funding for students with a Statement of Special Educational Need or an EHC Plan is mainly used to pay salaries for dedicated support staff.
- Other devolved funding is allocated to support the needs of students with Additional Needs where required.
- Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile.
- See the School Offer for a comprehensive list, available on our website:
www.staffordmanorhighschool.com

Expertise and training of staff

The staff working at Stafford Manor High School are highly trained and experienced in supporting a wide range of SEN conditions.

- Mrs A. Rushton (Assistant Headteacher SENCO and Vulnerable Groups) is SENCO.
- We have 1 full time Assistant SENCO (Mrs Bradbury).
- We have 4.7 teaching assistants who are trained to deliver SEN provision.
- We use specialist staff for Maths and English support and social, emotional and mental health support.
- A comprehensive programme of Continuing Professional Development for teaching SEN is planned according to the school improvement plan.

External Support

Agencies include:

- Learning Support Team.
- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils).
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy).
- Behaviour Support Service.
- Autism Outreach Team.
- Children's Services Unit.
- The SENSS Team.
- The School Nurse.
- Education Welfare Service.
- Parent-Partnership Service.
- Special Schools.
- Specialist Inclusion Services (e.g. DIP Team).
- Children's Social Care.
- Children and Adolescent Mental Health Service.
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEN.
- Nurse

The school will also seek support from voluntary and private agencies as required.

The Local Offer

Staffordshire Local Offer provides information in one place for children and young people aged 0-25 with special educational needs and disabilities (SEND), their parents/carers and professionals.

The Local Offer includes information on local services to help children, young people, parents and carers make choices about the support they receive.

What we do

We developed the Staffordshire Local Offer with parents, carers, children and young people with special educational needs and disabilities and professionals to help ensure it meets your needs. Information and advice about services for children and young people with special educational needs and disabilities is in one place, so it is quick and easy to find.

The Children and Families Act 2014 requires each Local Authority to produce and publish a Local Offer which sets out in one place information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.

Further information

If you require any further information about the Local Offer please email:

localoffer@staffordshire.gov.uk

Consulting Young People with SEN

Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SSP reviews and via Student Voice.

Transition Arrangements

We encourage all new children to visit the school prior to starting. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school:

- For those transferring at the end of Year 6 we arrange a transition day for them to have the opportunity of spending the whole day with us.
- We run a programme specifically tailored to aid transition into Year 6 for the more vulnerable students.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Transition to post-16 provision:

- The Careers Advisor attends Year 10 and 11 annual reviews to give independent advice and guidance to students and their parents.
- Towards the end of Year 10 students have a one to one meeting with our Careers Advisor.
- Taster sessions and informal visits to college take place throughout KS4.
- Relevant information for students with SEN will be shared with local colleges to facilitate a smooth transition. Meetings will be held with the provider for any student with an Education, Health and Care Plan (EHCP).

Complaints

Stafford Manor High School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. Complaints about SEN provision in our school should be made to the SENCO 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.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website.

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above:

- Publication of Equality Information and Objectives.
- Safeguarding Policy.
- Health and Safety Policy.
- School Offer.
- Disability Equality Scheme/Accessibility.

Provisions at Stafford Manor High School.

WAVE	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or physical Need
Wave 1	<ul style="list-style-type: none"> In-class TA support – with pupils with EHCP Reading Rulers A4 Overlays Laptops Access to IT Whiteboards Multi-sensory teaching Provision of coloured paper 	<ul style="list-style-type: none"> In-class TA Support -- with pupils with EHCP. Use of whiteboards TA for EAL Support TA for Autism Support with routines In-class TA support S+L 	<ul style="list-style-type: none"> TA in-class support – with pupils with EHCP Use of fidget spinners etc Reward System for motivation Time out card 	<ul style="list-style-type: none"> In-class TA support – with pupils with EHCP Use of fidget spinners etc Weak/limited grip scissors Reading Rulers A4 Overlays Pen/Pencil Grips Laptop provision Teacher of the Deaf Provision of coloured paper Time out card
Wave 2	<ul style="list-style-type: none"> Maths Intervention small group Access Arrangements Reading/Scribing Assessment Support SpLD Precision teaching RWI Fresh Start small group Literacy intervention Provision of writing frames Reading Groups 	<ul style="list-style-type: none"> Reading Groups Mentoring small group 	<ul style="list-style-type: none"> TA interventions to raise self-esteem 	<ul style="list-style-type: none"> TA intervention/withdrawal TA for Autism support with routines
Wave 3	<ul style="list-style-type: none"> Maths intervention 1:1 RWI Fresh Start 1:1 Reading support 1:1 SpLD reading/spelling Pre-learning to help understand task before learning in-class 	<ul style="list-style-type: none"> Speech Therapist S+L Support – Colour Coding Use of whiteboards Autism Outreach 	<ul style="list-style-type: none"> Mentoring 1:1 ABR Counselling/emotional Support 1:1 Autism Outreach Teacher of the Deaf Social Worker School nurse 	<ul style="list-style-type: none"> TA intervention/withdrawal for Autism support with routines Pencil/Pen grips Diabetic Nurse TA health support.