



# Range High School Special Educational Needs + Disability Policy

Person responsible for Policy: Headteacher / SEND Co-ordinator

Last update: February 2023

Date of next review: February 2024 - (major changes will be brought to the attention of Trustees as and when they occur)

**RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE GOVERNING BODY**

**ANNUAL REVIEW**

*The Policy takes into account the Code of Practice, Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014*

## **Introduction**

- The Trustees, Head Teacher, teaching and non-teaching staff, at Range High School all recognise their responsibilities under the Code of Practice for contributing to the identification and assessment of all students with special educational needs.
- Range High admissions policy reflects the 'inclusive' ethos of the school. We recognise that the care of students with additional needs is a collegiate responsibility and subsequently our admissions policy does not discriminate against students with special needs in any way.
- In addition to this we also recognise our responsibilities to make provision for students with disabilities under the Disability Rights Act (2003), the Equality Act (2010) and the 'Supporting Students with Medical Conditions' guidance 2014 where appropriate, both in the school curriculum and additional activities, such as school trips etc.

## **Definition of a student with Special Educational Needs**

A student is deemed to have special needs if they have a learning difficulty that is

- **Significantly greater difficulty in learning than the majority of children the same age** or a
- **A disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream school or mainstream Post 16 institutions.**

Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught.

Range High School is a single story site so is suitable for students with physical needs and has use of disabled toilets as appropriate. In addition to this we also have a variety of support for students who have social and emotional needs that are significantly greater than their peers.

## **SEND /Inclusion Policy**

- This SEND policy details how Range High will do its best, within funding constraints, to ensure that the necessary provision is made for any student who has a significantly greater difficulty in learning than the majority of children the same age and that these needs are made known to the teaching and non teaching staff of the school through the SEND **Handbook** updated every September together with SEND **Memo's** for further information throughout the academic year as appropriate.
- **The SEND Handbook** ensures that teachers and non teaching staff are able to identify and provide for all the students with a significantly greater difficulty in learning than the majority of children the same age to enable them to join in the activities of the school together with students who do not have additional needs, so far as it is reasonably practical and compatible with the child receiving the additional provision and the efficient education of the students with whom they are being educated.
- Range High will have regard to the **Code of Practice, Equality Act and the 'Supporting Students with Medical Conditions 2014** when carrying out its duties toward all pupils with special educational needs and will ensure that all parents are notified when a decision is made by the school to offer additional provision for their child.

- Partnership with parents is of vital importance to Range High. The school recognises that parents hold key information and have the knowledge and experience to contribute to a **shared** view of the child's needs and the best way of supporting them. All the parents of students with special educational needs at Range High will be treated as partners and will be supported to play a valued and active role in their children's education.
- Students with special educational needs will always be encouraged to participate in the decision making processes and where possible, their views will be taken into account. This is particularly important around times of transition

### **Identification, Assessment and Provision**

Provision for pupils with special educational needs is a matter for Range High as a whole. All pupils have differing needs and we aim to meet those needs through a broad and balanced curriculum that endeavours to have regard to differing abilities and personal attributes through a mixture of in class support, differentiation of materials and supportive pastoral arrangements. In addition to the Governing Body, Mr Mike McGarry Headteacher, Mrs L Nolan—SEND Co-ordinator, the SEND Team, and all other members of teaching staff have important responsibilities within their own classrooms.

#### **All teachers are teachers of pupils with special educational needs.**

Teaching such pupils is a whole school responsibility, requiring a whole school response. Central to the work of every class teacher is the cycle of planning, teaching and assessment that has to take into account a wide range of abilities and aptitudes. The majority of students will progress with these arrangements; however, the students with significant special educational needs may require an enhanced level of provision and planning to meet their needs. All staff have access to learner passports, which detail support and strategies bespoke to individual's needs.

### **ICT Support and E-Safety for students with additional needs**

#### **ICT Support**

The school has various strategies to support students with additional needs to achieve their potential. This includes the use of software for assessments of exam concessions; the deployment of lap tops/reading pens as appropriate to help with extended writing tasks and Access Arrangements; the installation of various multi-sensory programmes aimed at a personalised response to literacy acquisition linked to their Pupil Passport for Learning. This is available to all staff both in hard copy and on the confidential admin drive.

### **Graduated Response**

A lot of work is done before a student arrives at Range High. Through our transitional arrangements children with a significantly greater difficulty in learning than the majority of children the same age should have already been identified by their previous school. However, this does not always happen, so on entry, new standardised testing (CATS) is completed and students are identified as appropriate. Where possible the SEND team will request the student's previous records and ensure the staff at Range High are aware of any significant needs.

This information will then be used in the **SEND Handbook** in the form of a **Pupil Passport for learning** and for students with more complex needs additional information may also be provided to inform teaching and non-teaching staff of how they can meet the particular student's needs.

The information provided may include

- Assessments from the primary/ secondary school so an appropriate curriculum response can be provided
- On-going observations and assessment feedback to inform future planning
- Additional information on what the student has already achieved and what their interests are
- Any additional Pastoral support that may be needed in the short or long term
- Any special arrangements that will have to be made for a student who has physical needs
- Information from parents about their child's learning style so a 'joined up' learning approach at home and in school can be set up quickly.
- Any Access Arrangements for exams that a student may be entitled to.

### **Early Identification**

Assessment is a continuing process that may identify students, who may struggle for the first time with the demands of the Key Stage 3 curriculum Range High measures progress by referring to,

- Evidence of teacher assessment and observation
- Performance against level descriptions within the National Curriculum at the end of each year and key stage
- Scores from standardised testing such as Cognitive Abilities Tests - verbal scores of below 85 or students presenting with spiky profiles are drilled down with further enhanced screeners.
- Other standardised screening or assessment tools that identify more specific learning needs
- Specialist teacher and outside agency reports

### **Role of the SEND Consultant**

The SENDCO (Mrs Nolan), Headteacher (Mr M McGarry), Associate SENDCO (Mrs V Alexander) and the Governing Board, play a key role in determining the strategic development of SEND policy and the shape of the provision to meet the needs profile at Range High. The key responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Liaising with and advising fellow teachers
- Leading the SEND Team of teaching assistants and directing the work of Advisor/Support teachers from outside agencies
- Coordinating provision for pupils with special educational needs
- Overseeing all the records on students with special educational needs
- Liaising with parents
- Contributing to the in-service training of teaching and non-teaching staff
- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services etc.
- Leading the school response on securing where appropriate, additional specific support or a change of provision.

### **The Graduated Response to additional needs**

#### **Monitoring Pupil Progress**

Teachers may conclude that the strategies currently used with a student are not resulting in the student learning as effectively as possible. In these circumstances, the teacher will consult the SEND Consultant to see what other strategies might be employed. At this point, the teacher will complete an SEND Concern Form, which itemises what has already been done. Evaluation of the strategies used may lead to the conclusion that the student requires a different approach. This may include:

- Access Arrangements assessment
- Careful seating plan or
- Differentiated work or

- Extra time to complete work

### The Next Step

The student will be monitored by the classroom teacher so current rates of progress can be evidenced.

The key test for the need of further intervention is whether **adequate** progress is being made, this is defined as

- The attainment gap between the student and their peers has closed
- The attainment gap has not widened
- It is similar to peers who have started on a similar baseline but may be less than the majority of their peers
- Matches or betters previous rates of progress
- Can access the National Curriculum most of the time
- Student demonstrates independent self-help strategies
- Student demonstrates an improvement in their behaviour
- Is likely to achieve the appropriate accreditation in their subject
- Student is on course to achieve their full potential

Students in this category are identified in the SEND **Handbook** for teachers as students who need to be monitored for any dips in progress. The SEND consultant will support the assessment of this student, assisting colleagues with advice on teaching strategies or materials. The student's subject or pastoral leaders remain responsible for working with the student and their parents at this level. If the student has had previous contact with external agencies the SEND Consultant may contact the agency, with parental permission, for additional support as appropriate. **Pupil Passports for Learning are not provided for students at this stage.**

### Student Passports for Learning (replacing IEP's)

The need for a Student Passport for Learning is characterised by the involvement of external agencies such as Educational Psychologist, Advisory teachers etc. Any request for additional support will always be done in collaboration with parents, normally at a review of the student's progress. At this level, the external support agencies will normally see the student so they can advise staff on new targets or teaching strategies. In some cases, they may provide a specialist programme such as Speech Therapy, Physiotherapy, or a specific academic programme depending on need. At this point, a revised Student Passport for Learning will be issued to inform teaching and non-teaching staff of any new advice or considerations.

A **Student Passport for Learning** response is only normally needed if despite intervention from the class teacher the student

- Continues to make little or no progress over a long period
- Continues to work at a National Curriculum level **substantially below that expected of a student of a similar age**
- Continues to have severe difficulties with literacy and numeracy acquisition
- Has emotional difficulties which **substantially and regularly interfere with their own learning or the learning of others despite the offer of a behaviour management and pastoral support programmes**
- Has sensory or physical needs, and requires **additional specialist equipment or regular advice and visits**. They may also require **direct intervention** by support staff or a specialist service.
- Have on going communication or interaction difficulties that **impede the development of social relationships and cause substantial barriers to learning.**

When support agencies advice is sought, Range High provides all the appropriate records to ensure agencies can clearly see what has already been done. The external specialist may act in an advisory

capacity, provide additional specialist assessment or be involved in teaching the student directly. A new **Student Passport for Learning or SEND Memo** will normally be issued to all teaching and non-teaching staff at this point to inform them of any new teaching strategies to be adopted or additional programmes to be delivered etc. Parents will be included in this process as much as possible. Delivery of the new profile will remain the classroom teacher's responsibility with support from the SEND Consultant and the Inclusion Team. Parents are encouraged to contact the SEND Team if they have any concerns about their child's progress.

### **Access Arrangements**

Students on the SEND register will be adequately supported to ensure they are not at a disadvantage to their peers. All students will need their parents or carers to provide evidence of need to meet JCQ regulations. Access arrangements can be granted on a trial basis but in an interim period to support mock exams but all files must be signed off by the SENDCo in preparation for JCQ visitations.

### **School request for Statutory Assessment**

Under new legislation this stage of intervention is now called a Request for Education, Health and Care Plan (EHC) and replaces a request for a 'Statement of Special Educational Needs' and it emphasises the joint responsibility of Education, Health and Social Care if appropriate to work together

For a few students this additional support may not be enough to make adequate progress. Range High School can then, in consultation with parents and external agencies, ask the local authority to consider the initiation of an EHC plan. At this point the school will have to demonstrate why we believe the student's needs are so considerable that a statutory assessment is needed. The threshold for such a request is quite high. Parents can also request a statutory assessment themselves. The school then provides the following evidence:

- Student Passport for Learning records
- Records of reviews
- Students health and medical records
- National Curriculum attainments
- Educational assessments
- Views of parents
- Views of the student if appropriate
- Views of other professionals and social care as appropriate
- Educational Welfare service

The LEA must decide within six weeks whether to carry out such an assessment.

### **How to seek Statutory Assessment for an EHC Plan**

Statutory assessment requires the Local Authority (LA) working cooperatively with the school, external agencies, and parents to decide if an Education, Health and Care Plan is necessary. Where the evidence provided suggests to the LA that the student's needs have not responded to the purposeful measures taken by the school they may decide that the student additional needs provision cannot reasonably be provided by the school within a mainstream setting without additional resources. The student may then be given a **Education, Health and Care Plan (EHC Plan)**

An EHC Plan has to include:

- Student's name and address
- Details of their needs
- The provision made to meet their needs
- The type of school they will attend to meet those needs
- Relevant non education needs

The EHC Plan provides a formal written framework for the review of all the targets set after consultation with parents. The student will be provided with a new updated **Student Passport for Learning**. Year 7, 9 and 11 reviews focus specifically on transition so the student can be well supported at times of significant change.

If the LA does not proceed with a statutory assessment of your child's needs and you disagree with this decision you can appeal to the LA or write to the SEND and Disability Tribunal Service for further advice. You can also request that SENDDIASS attend any meetings with you if this is appropriate.

### **Schools complaints procedure**

In the unlikely event that parents feel that they need to make a complaint about any aspect of the schools policy on Special Educational Needs please follow the procedure laid down in the whole school complaints policy.

### **Inclusion Team Useful Contacts**

**Dr R Snowdon - Special Educational Needs Link Trustee** – contact via school 01704 879315

**Mrs L Nolan – SENDCO** - [SENDco@range.sefton.sch.uk](mailto:SENDco@range.sefton.sch.uk)

**Mrs V Alexander - Associate SENDCO** - [va@range.sefton.sch.uk](mailto:va@range.sefton.sch.uk)

### **Sefton LA – Local Offer for children with SEND or disabilities**

<https://www.sefton.gov.uk/schools-learning/local-offer-for-children-with-SEND-or-disabilities.aspx>

### **Appendix**

DFES (2014) Special Educational Needs and Disability code of practice:0 to 25 years

HMSO (2005) Disability Discrimination Act

DFES (2004) Removing Barriers to Achievement

Disability Rights Act

Schools Access Initiative

Equality Act 2010

Supporting Students with Medical Conditions February 2014

Children and Families Act 2014