

Church Stretton School

SEND policy and information report

| | |
|-----------------------------|-----------------------------------|
| FREQUENCY OF REVIEW: | Every year |
| RATIFICATION: | |
| APPROVED BY: | Local Governing Body |
| WRITTEN: | Summer 2021 |
| DATE OF NEXT REVIEW: | Summer 2022 |
| | Unless there is a material change |
| AUTHOR: | SENCo |

Contents

| | |
|--|----|
| 1. Aims | 2 |
| 2. Legislation and guidance | 3 |
| 3. Definitions | 3 |
| 4. Roles and responsibilities | 4 |
| 5. SEN information report | 5 |
| 6. Monitoring arrangements | 10 |
| 7. Links with other policies and documents | 11 |

1. Aims

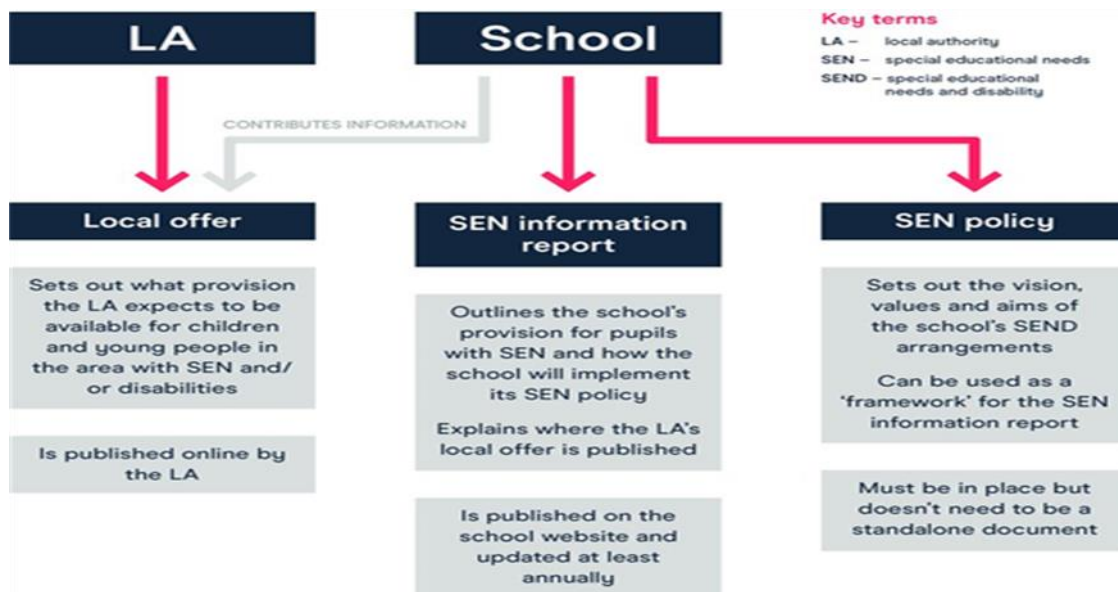
Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Church Stretton aims to be is a fully inclusive school which celebrates neurodiversity and welcomes students with a range of special educational needs and disabilities.

The aims of our policy and practice are:

- To make reasonable adjustments for those with SEND or a disability by taking action to facilitate and maximize access to the curriculum, opportunities provided by school and the school environment
- To endeavor to achieve best practice in relation to accessibility, SEND and inclusion
- To minimize barriers to learning
- To ensure record keeping and assessment are well maintained in relation to SEND
- To work collaboratively with parents and other professionals to establish SEND policy and practice which holds the child at the heart of all we do and facilitates practice being led by the voice of the child



2. 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:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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
- Equality Act 2010
- Keeping Children Safe in Education
- Supporting Students with Medical Needs in School
- School policies including Admissions, Behaviour, Complaints, Equality and Safeguarding can be found here: <http://www.churchstretton.shropshire.sch.uk/policies>

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student 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 the 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 or
- A physical, medical, sensory or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Su Quye su.quye@cssschool.co.uk

They will:

- Work with the headteacher and SEN governor 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 co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 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 students with SEN up to date

4.2 The SEN governor

The SEN governor is Lisa Peters.

The SEN governor will:

- 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 and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Mr John Parr.

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Heads of Departments

Each Head of Department (HOD) is responsible for:

- Providing inclusive and fully differentiated schemes of work and resources
- Checking that their department's policy and practice is in line with SEND and accessibility policies

- Monitoring Teaching and Learning including marking and assessment to ensure feedback is accessible to all students with SEND
- To monitor the academic progress of students with SEND against those without SEND and address any deficits through intervention in consultation with the SENCO

4.5 Class teachers

Each class teacher is responsible for:

- Providing “Quality First Teaching” which promotes our ethos of inclusion
- The progress and development of every student in their class
- Implementing strategies and resources as guided by the SENCO and making themselves aware of individual plans and strategy sheets linked to the student profile on Go4 Schools
- 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 student’s progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and keep up to date with SEND information and training as directed and shared by the SENCO.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs and conditions, including:

- **Communication and Interaction** for example Autistic Spectrum disorders and conditions, Speech, Language and Communication needs
- **Cognition and learning**, for example, Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia, Meares Irlens and Moderate Learning Difficulties including generalized and global learning difficulties and developmental delays
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD), generalized anxiety and a range of SEMH difficulties which call for professional intervention
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, epilepsy, medical and physical needs including Cerebral Palsy

5.2 Identifying students with SEN and assessing their needs

Church Stretton aims to be a fully inclusive school which celebrates neurodiversity and welcomes students with a range of special educational needs and disabilities.

We will assess each student’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 students 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 and emotional needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Church Stretton School recognizes that other factors may influence progress and attainment but does not necessarily constitute a special educational need or disability. Such factors may include:

- Medical needs or significant illness
- Poor attendance
- English as an additional language (EAL)
- Student Premium or Student Premium Plus
- CLA/PCLA Children who are or have been previously “looked after”
- Home and family factors including poverty, housing difficulties or family illness
- Gypsy, Roma, Traveller or Forces children who have moved frequently

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 student 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.

5.3 Consulting and involving students and parents

Church Stretton School aims to work collaboratively with students, parents and other relevant agencies to towards co-production of provision planning.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. Primary/Feeder schools and parents are strongly encouraged to alert the school to any known SEND before a child starts to enable adequate and effective transition planning and arrangements to take place.

These conversations will make sure that:

- Everyone develops a good understanding of the student’s areas of strength and difficulty
- We take into account the child and parents’ views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

In rare circumstances this may delay the start date for a student until suitable, adequate and effective transition planning and/or training has taken place to allow the child the best chances of safe and successful transition.

Opportunities for further discussions and review meetings will be held at Progress Meetings and additional meetings can be booked with the SENCo for reviews.

Parents are encouraged to share professionals reports, other documentation and updates relating to their child’s SEND with the SENCo via email but “day-to-day” communications should involving students with SEND should go through the school’s normal channels of communication to facilitate effective and prompt responses.

We will notify parents in writing when any changes are made to the SEND register concerning their child. Parents may request that their child is removed from the SEND register and decline additional support or intervention at any time by notifying the SENCo in writing.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** and the Local Authority’s Local Offer which can be found here: <https://shropshire.gov.uk/the-send-local-offer/>

The form tutor, Head of Key Stage and subject teachers will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:

- The teacher’s assessment and experience of the student
- Their previous progress and attainment or behaviours including behaviours for learning
- Other assessments, where relevant and professionals reports including medical updates
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The student’s own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student 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 student’s progress.

Parental or student concerns relating to learning progress in individual areas should be raised initially with the subject teacher and escalated if necessary to the Head of Department.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Teacher and parents of students with an EHCP or PEP who would like to transition to Church Stretton School are strongly advised to arrange a visit and invite the SENCo, Su Quye, to attend the annual review or PEP meetings so that transition can be successful planned with bespoke arrangements as required.

The Head of Key Stage 3 and SENCo liaise with feeder primary schools during the summer term to make arrangements for transition. The SENCo will make contact with feeder primary schools and arrange for additional transition work to take place where appropriate. Resources are also made available on the school website here: <http://www.churchstretton.shropshire.sch.uk/send>

There is an induction day for all Year 6 students in the Summer term and additional induction on the first day of the Autumn term.

Students with SEND or CLA/PCLA children are encouraged to attend the Year 6-7 summer school which runs during the Summer holidays by Church Stretton School’s SEND team.

From Year 9 onwards reviews will focus on the additional element of “Preparing for Adulthood” with discussions and targets incorporating careers and life skills. Many elements of this are covered in the school’s PSHE curriculum and we also are fortunate to have an independent careers advisor, Mr Lee Overton, available for additional support and guidance.

We work closely and collaboratively on transition with local colleges in Key Stage 4, and the SEND departments at Hereford and Shropshire. If a student has access arrangements in school then these will be transferred to college alongside their SEND files.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality-first teaching and assessment is our first step in responding to students who have SEND. This will be differentiated, as necessary, for individual students.

We can also provide the following interventions:

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Physical and Sensory |
|--|---|---|---|
| SULP – social use of language programme Secondary 1 and 2 | Precision Teaching – literacy and numeracy skills | No Worries – CBT based emotional literacy | Fidget cards – Rest and movement breaks |
| ELKAN – Secondary | Mind mapping and visual | Creative Arts and Play | Individual PT or OT |

| | | | |
|---------------------------------|--|--|--|
| Speech and Language programme | supports skills training | Therapy and Solution Focused Brief Therapy | programmes |
| Black Sheep Language Programmes | Reading interventions and Accelerated Reader | Executive Function and Organisation skills | Write Dance + gross and fine motor skills programmes |
| Secondary Language Profiling | Memory Matters | Cats and Dogs – idioms and other confusions | Alternative PE programmes as required |
| | Catch up programmes and Maths/English tutoring | Group therapeutic interventions | |
| | Assistive Technology coaching for SPLD (incl touch typing) | Zones of Regulation | |
| | | Socially Thinking and Consequences | |
| | | Sanctuary Space/time out and emotional support dog | |

This list is not exhaustive.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, timers, colour coding, alternative methods of recording
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using immersive reader and dictate functions
- Making the physical environment and building improvements as inclusive as possible, for example, including ramps, VI friendly lighting

5.8 Additional support for learning and working with other agencies

We have a number teaching assistants who are trained to deliver a range of interventions.

Teaching assistants will usually support students on a full time 1:1 basis when there are severe and complex and/or medical needs or for targeted intervention. Only in exceptional circumstances will a young person be allocated full time 1:1 support (usually medical).

Teaching assistants will usually support students within the classroom setting or in small groups.

We work with the following agencies to provide support for students with SEND and training or support for staff and/or parents:

- Educational Psychology Services
- Bee-U
- Early Help Team Shropshire
- Sensory Inclusion Service
- Children's Disability Team

- Social Services
- TMBSS – Medical and behavioural services
- Specialist nursing and medical teams including Children’s Diabetes Team
- Hospital teaching services
- Autism West Midlands
- SPECTRA Autism support services and outreach
- LifeShed – Coaching and Mentoring specialist service
- NCS – National Citizenship Scheme
- The school website’s SEND pages promote events and resources for students and parents with regular updates which can be found here: <http://www.churchstretton.shropshire.sch.uk/send>

5.9 Expertise and training of staff

Our SENCo, Su Quye, is a qualified SENCO and has worked in the area of SEND for over 20 years in both mainstream and specialist settings providing in and outreach support. She holds Level 7 qualifications in SEND and CCET (Educational testing) and is registered as a test user with the British Psychology Society. She is a Level 7 qualified and registered therapist.

She is allocated 0.7 to manage and deliver SEND provision and Safeguarding.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last two academic years, staff have been trained in ELKAN, Sulp, Black Sheep, Precision Teaching, Zones of Regulation, Safeguarding, Diabetes Support, Catheterisation and Asthma.

We carry out a cycle of CPD to include training and updates on the areas of SEND identified in section 5.1

5.10 Securing equipment and facilities

The needs of the majority of students with SEND will be met from the schools own resources and central budget.

Some students will have additional needs for SEND provision which is provided from the school’s Notional SEND budget.

A few students will need highly bespoke resourcing and facilities and these will be provided by the Local Authority’s “Top Up Funding” which can be accessed by the school submitting costed provision plan requests as part of an “EHCP” or “GSP”.

Other specialist equipment may be provided by health services eg catheters, sharps bins, wheelchairs, hearing aids

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students’ individual and cohort progress towards targets and analyse areas of success and areas for development
- Reviewing the impact of interventions after 6-12 weeks using baseline and end quantitative and qualitative data including staff and student feedback
- Using staff, student and parent surveys
- Monitoring by HoDs, HoKs and SENCO including learning walks and student or TA observations
- Holding termly and annual reviews for students with EHC plans and GSPs (Graduated Support Plans)

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day/school plays/special workshops.

Additional and collaborative planning may need to take place before certain trips and events to provision plan for students' needs.

Please also see our school policies which can be found here:

<http://www.churchstretton.shropshire.sch.uk/policies>

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to take part in all aspects of school life including student voice/ council and supporting transition
- Students with SEND are also encouraged, where appropriate, to be part of clubs to promote teamwork/building friendships eg Lunch Club
- Students with SEND are encouraged to be part of transition support, training for staff and peers and help lead initiatives eg mental health week or Autism Awareness
- Where students with SEND struggle with skills linked to healthy social and emotional development a range of interventions are offered (see 5.6)

We have a zero tolerance approach to bullying and reports of bullying are referred to Heads of Key Stage and/or Assistant Head Pastoral who promptly address these.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. If they cannot be resolved then the SENCO will refer the complainant to the school's complaints policy where the complaint should be made to the headteacher in writing. The complaints policy can be found here:

<http://www.churchstretton.shropshire.sch.uk/sites/default/files/attachments/Complaints%20Procedure%20May%202021.pdf>

The parents of students 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

5.18 The local authority local offer

Our contribution to the local offer is available at: <https://shropshire.gov.uk/the-send-local-offer/education/nurseries-schools-and-colleges/schools/secondary-schools/>

Our local authority's local offer is published here: <https://shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed and updated by Su Quye (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality
- Supporting students with medical conditions
- Teaching and Learning
- School policies can be found here: <http://www.churchstretton.shropshire.sch.uk/policies>