



Alderman Peel High School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Introduction

Alderman Peel High School's SEND policy and information report forms part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). This policy will be updated annually to reflect the policies and practices required by the Code of Practice for Special Educational Needs and Disabilities and other appropriate legislation. It is important to note at this time of great change in SEND provision that the policy will continually evolve. Hard copies of the policy are available from the School on request. Where links to the School's web site for further information are mentioned within the policy, please contact the main School office for a copy of the information if you do not have access to an internet-enabled device.

Alderman Peel High School is committed to working together with all members of the School community. This policy has been produced with input from students, parents/ carers, governors and members of staff. It is intended to give clear, accurate and accessible information. If you would like to comment on the content of it, or make suggestions to improve the information, we would welcome this, so please do contact us.

Aims

Alderman Peel High School believes in participation for all and it is the School's aim to minimise the difficulties which students may experience as far as it is possible to do so. We aim;

- To actively encourage every student and member of staff to participate in learning and to celebrate all members of the community. The inclusive culture within Alderman Peel High School should respond to the diversity of children's backgrounds, interests, experiences, knowledge and skills.
- Regardless of need, to identify the potential of all students as soon as possible to ensure all are enabled to meet their full potential in order to create the best possibilities for the future.
- To offer a learning environment which is flexible enough to meet the individual needs of each student in our community, within the constraints of a mainstream educational establishment.
- To monitor the progress of all students to ensure that good learning is taking place
- To provide high quality learning experiences for all our learners.

Roles & Responsibilities

The Learning Support Department consists of:

· SENCO - Mrs Kate Norman (knorman5yrt@nsix.org.uk) and currently 7 Learning Support Assistants.

All Learning Support Assistants have received training in supporting children with SEND. The SEND tab on the school website provides further information about the staff within the department, as well as a link to our SEND information report, which is our contribution to the Norfolk Local Offer for students with SEND.

The work of the Learning Support Department is supplemented by support from a variety of specialist Agencies such as:

- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory Support Service
- Community Paediatricians
- Occupational Therapy
- Access through Technology
- School Nursing Service
- Speech and Language Therapy
- School2School support
- Advisory Support /Behaviour support teachers

Identification of SEND

At different times in their school career, a young person may have a special educational need. The definition of a Special Educational Need is “where a learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available for all students of the same age.” (Special Educational Needs and Disability Code of Practice, June 2014).

A child of compulsory school age or a young person above the age of compulsory schooling has a learning difficulty or disability if they either:

a) have a significantly greater difficulty in learning than the majority of others of the same age - or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post- 16 institutions.

Students can fail to make the expected progress in school for many reasons. They may have been absent from school, their learning may have been disrupted by several changes of school, they may not speak English very well, they may be worried or distracted by other factors. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Following the introduction of the new Code of Practice for SEND in 2015, the terms 'School Action', 'School Action Plus' and 'Statement' are no longer in use. The replacement of Statements of Special Educational Need by Education, Health and Care Plans (EHCP) is ongoing. Any student who has SEND, but does not have an Education, Health and Care Plan, will be recorded under one or more of the four new categories defined in the Code of Practice as K (receiving SEN support):

1. Communication and Interaction
2. Learning and Cognition
3. Social, Emotional and Mental Health
4. Physical and Sensory

If a learner is identified as having SEND, provision which is 'additional to or different from' that provided by the normal differentiated curriculum will be put in place to try to overcome the barrier to their learning. The type and support available will vary from year to year according to the needs of those students who have been identified as having Special Educational needs.

All teachers at Alderman Peel High School are teachers of SEND and thus all staff are involved in the identification and support of students with SEND in their classroom. Staff are encouraged to highlight any concerns about students with the SEN department.

Monitoring students with SEND

It is the responsibility of subject teachers to oversee, plan and work with each student with Special Educational needs in their class to ensure that progress in every area is made. Learners identified as having SEND will have support that is 'additional to or different from' the normal differentiated curriculum. We also maintain a "monitoring" category on our Special Needs register, for students who are doing well enough despite their underlying conditions not to require additional or different support, but who we wish to keep an eye on. **These students are not counted in our overall SEN figures.**

The type of support offered is dependent on the individual learning need and is intended to enable access to learning and to overcome the identified barrier. Information about students who have SEND is readily available to all staff at Alderman Peel High School. The SEND register is circulated at the start of each academic year and is always available for staff to access when planning lessons or having discussions with students and parents. Teaching staff ensure that these students are identified on their class lists and familiarise themselves with the needs of those students who they teach.

Each student on the APHS SEND register has an MP3 (My Provision and Progress Plan) which is the central record of their needs, strengths, diagnoses, achievements and interventions. It follows them from primary school if they come from a feeder primary, or is established in Year 7 in collaboration with parents, students and primary school documents if they do not. It is available to parents to view at any time. The key document in any student's MP3 is their One Page Profile which is updated termly in review with students and parents, and then circulated to staff. This profile outlines the student's academic ability, details the information which the student feels is important for their teachers to know, highlights

strengths, suggests some strategies which may be useful and identifies the areas which the student feels they need to work on during the next term. It also details which interventions the student is undergoing at any time. All staff have access to these plans and are expected to refer to them in their planning.

Each student who has an EHCP (or old style Statement of Educational Needs) will have this reviewed on an annual basis in addition to their normal termly target reviews. This involves the Learning Support Department, student, parent/carer, feedback from all subject staff and any other professionals working with the student. An evaluation of progress in achieving targets is made and the impact of any strategies/interventions. Next steps are agreed and recorded and the documentation is copied to parents and the Local Education Authority.

Interventions for SEND students at Alderman Peel High School

A number of interventions are available for students with SEND appropriate to their needs. These include;

- Literacy Interventions - Word Shark, Sound Discovery, Toe by Toe, Rapid Plus, Reading Eggs, targeted individual support and paired reading.
- Maths intervention - including Maths Whizz, Mathletics and Maths Ninjas
- TITAN - Travel and Independence Training Across the nation - to improve road safety awareness, but additionally to develop independence and self confidence
- ELSA emotional support mentoring
- Social Skills development
- Lego for Communication
- Access Arrangements for external exams
- Alternative curriculum options in Yr 10 and Yr 11
- Nurture
- Homework support at homework club at lunchtimes and after school

Learning Support Assistants also work with individuals/groups of students within the classroom. Teaching staff work closely with them to ensure maximum effectiveness. Our team has a wide range of skills to offer and all have additional SEND specific training.

Funding for SEND

Alderman Peel High School receives funding directly from the Local Authority to support the needs of all learners with SEND. This is used as efficiently and fairly as possible to meet the needs of SEND students. The Wells Cluster of schools of which Alderman Peel High School is a member, also receives a very small amount of funding from the Local Authority. This is distributed through applications to the cluster as 'top-up' funding for learners who need additional support to that already provided by the School. The Wells Cluster is undergoing a period of transition as the Local Authority centralises SEN funding again, but our schools remain committed to working together to improve learning for all.

We are able to share resources and training and moderate provision for the benefit of all learners within the cluster. Further information on the SEND work of the Wells cluster is available from the SENCO at school.

Other opportunities for learning

All of our students have the same opportunity to access extra-curricular activities, whatever their need. The Equality Act 2010 defines disability as:

‘A physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities’ This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Act places specific duties on schools not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments’ to ensure that they can be included in such activities. Alderman Peel High School offers a range of additional clubs and activities, a list of which is distributed to students termly. The School is committed to making reasonable adjustments to ensure participation for all. It works with parents/carers, students and teachers to try to ensure that SEND students can be fully involved both in these activities and in any trips and visits which are available to students.

Bullying

The aim at Alderman Peel High School is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is and be familiar with the School policy on bullying. Further information can be found in the School’s Behaviour inc Anti-Bullying Policy.

Accessibility of the school site

The site team is vigilant in ensuring that the site is safe for all, including those with physical disabilities. APHS makes all reasonable adaptations to the needs of the students on roll. Ramps allow wheelchair access to the ground floor of the School, disabled toilets are available along with a lift which gives access to some of the rooms on the upper floors. An Environmental Survey has recently been carried out by the Sensory Support Service to ensure that the School has made all reasonable adjustments for students with Visual Impairments.

Transition

At Alderman Peel High School the aim is to try to ensure that transition for all students is as smooth as possible through:

- Early contact with feeder schools. APHS has close connections with all the feeder primary schools. Students begin visiting the School throughout their time at primary school through a variety of activities e.g. Sport, Music, Science. In this way they become familiar with the School from a very early stage.
- Early assessment of need to enable appropriate intervention or support to be identified.

- Involvement of parents during Year 6 transition activities
- Familiarisation programme and visits for new students prior to joining APHS in Year 7
- Extended transition arrangements for SEND and other vulnerable students
- Careers advice work and targeted college visits with Yr 11 students to ensure most appropriate choices and smooth transition into the Post 16 phase of education.

Monitoring & Effectiveness

Monitoring of progress is an integral part of teaching and learning at Alderman Peel High School. Progress data for all students is collated and monitored regularly by Senior Leaders, Middle Managers, Governors and Teachers. The progress of all SEND students is tracked by the collection of performance and attainment data and continual analysis.

Before any additional provision is put in place, all relevant parties agree the suitability of the intervention together with the learning objectives and expected outcomes. A baseline will be recorded which can then be used to measure the impact of the provision. Students, parents/carers, teaching and support staff will be directly involved in the reviewing process. This will be done through the review of the Support Plan and/or of the Education, Health and Care Plan. It is hoped that all involved in the establishment and review of Support Plans will be in agreement. However, if, after discussion with the SENCO, any parent/carer is unhappy about the support which is being provided or the progress being made by their child, the school complaints procedure should be followed.

Parent/Student voice

The involvement and voice of both students and their parent/carers is central to the School's SEND provision and Alderman Peel High School tries to be accessible and work with all involved in the learning experiences of its students. The SEND department conducts an annual parental survey and feedback postcards are available at many parents' events. The SEND department also maintains a focus group of student ambassadors who represent the views of SEND young people in planning and monitoring learning support provision. These young people are proud of their status and their badges, and offer valuable insights into life in the classroom which is used to modify or improve provision wherever possible. The SEND department welcomes feedback from parents/carers at any time. If you have views on the amendment of this policy, or improvements to provision you'd like to see at our school, please contact the school.