



**PHILIPS HIGH SCHOOL**

**POLICY ON**

**SPECIAL EDUCATIONAL NEEDS (SEN)**

Policy Reviewed: September 2019

## SEN POLICY

People responsible for managing the school's provision for pupils with Special Educational Needs:

### **SENCO – Mrs F Cooper**

(National SENCO Award)

### **Mrs EJ Duxbury- Deputy Head Teacher (Behaviour, Attitudes and Personal Development – who will be referred to the SENCO Manager in this policy.**

(Post graduate certificate of Special Educational Needs, Post graduate certificate of Education Management. SENCO at Philips for 17 years)

### **Contact details:**

The above staff can be contacted at: Philips High School, Higher Lane, Whitefield, Manchester, M45 7PH

Telephone: 0161 351 2200

**Every teacher is a teacher of every pupil including those with SEN. Our fundamental core purpose is to achieve the very best outcomes for all of the pupils in our school and their families, in particular, those with special educational needs.**

### **COMPLIANCE:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 2014
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Created by the school's SENCO and the Deputy Head Teacher (Behaviour, Attitudes and Personal development, the SEN Governor, SLT, the governing body, staff and parents/carers and pupils with SEND.

### **CONTEXTUAL INFORMATION:**

Philips High School is a mixed community high school, located within the Bury Local Authority. There are approximately 900 pupils on roll, approximately 15% of whom are considered as having a special educational need. Approximately 40% of the pupils are in receipt of pupil premium. The pupils who transfer to Philips in year seven come from approximately 30 different primary schools.

## **AIM:**

It is our aim that all pupils, particularly those with SEN, achieve their very best outcome from their educational experience at this school. It is our aim to work successfully with parents/carers and involve them in the education of their children so we have a shared perception of desired outcomes. Also, it is our aim to work successfully young people in our care and involve them in their own education. It is our aim for all teachers and staff to have high expectations of all pupils, particularly those with SEN. We want all of our pupils with SEN to become independent so that they are well prepared for their futures, have increased opportunities in their lives and employment. The school supports the principle of inclusion for pupils with SEN and disabilities and believe that a policy of inclusive education has the potential to benefit all children. If children are educated together, whatever the nature of their needs and differences they are much more likely to accept and include one another. Positive adult attitudes and example serve to develop and increase this potential.

## **OBJECTIVES:**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordination (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. To provide support and advice to parents, carers and pupils and actively develop and maintain partnership and high levels of engagement with parents.
7. To ensure access to the curriculum for all pupils.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS:**

The school realises the importance of early identification of pupils who may have special educational needs in order to ensure early intervention. Assessment will be regarded as a continuing process. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The needs of the pupils need to be identified by considering the needs of the whole child which will include not just the special educational needs of the child.

The SEND Code of Practice 2014 says that **'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'**.

There are four broad categories of need as described in the SEND Code of Practice 2014.

- **Communication and Interaction** – including pupils with speech. Language and communication needs (SLCN) and pupils with ASD, including Asperger's Syndrome and Autism.

- **Cognition and Learning** – moderate learning difficulties (MLD) when pupils learn at a slower pace than their peers, severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social Emotional and Mental Health** – these difficulties could manifest themselves in many ways including; becoming withdrawn, displaying challenging, disruptive or disturbing behaviour, underlying mental health issues and disorders such as ADD, ADHD or attachment disorder.
- **Sensory and/or Physical needs** – including pupils with visual impairment (VI), pupils with hearing impairment (HI), pupils with multi-sensory impairment (MSI) and pupils with a physical disability (PD).

**On transition** to the school from primary education, the views of parents/carers, other professionals and information from year 6 teachers is used as initial identification along with other assessment data received.

Initial testing is undertaken within the first few weeks of entry to the school. Tests include base line assessments in literacy, including reading and spelling tests and base line assessments in numeracy. Pupils who are late entrants to the school are tested and if these pupils have already been identified as having special educational needs the SENCO will be informed and these pupils will be tested. Additional testing is also undertaken following concerns raised by parents/carers, teachers and SEN staff. Observations and assessments carried out by staff will be used as part of the identification and assessment procedure. Observations are particularly invaluable in identifying social and emotional difficulties along with difficulties with social skills and communication.

The views, concerns and observations of parents/carers are important and the school will be responsive to the expressions of concern they raise and take into account any information that they provide about their child. School also realise the importance of the views of pupils, in particular in informing the identification of their particular needs.

Information and assessments provided from professionals, including health professionals, advisory teachers and the Educational Psychologists will be taken into account when identifying pupils with special educational needs.

Pupils who are not progressing as they should, or who are raising levels of concern will also be identified through the school's internal assessment systems which are termly and on-going throughout the year.

School are aware that a number of factors can have an impact on the progress and attainment of pupils, including; issues with attendance and punctuality, health and welfare, having EAL, being in receipt of Pupil Premium and being a looked after child, however these pupils may not necessarily have special educational needs.

#### **A GRADUATED APPROACH TO SEN SUPPORT:**

The school regularly reviews the quality of teaching for all pupils and aims to improve the teachers' understanding the strategies to identify and support vulnerable pupils and their knowledge of the

SEN most frequently encountered. A pupil will be identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Inclusion Support Assistants or specialist staff. Quality First teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Accurate and formative assessment and information gathering (from parents/carers, pupils and professionals) will be undertaken when considering the need for special educational provision. The SENCO and SENCO Manager will consider all of the information gathered and then make a decision regarding placing the pupil on the SEN list under the category of 'school support'. Once the identification has been made, an intervention plan involving a four- part cycle will be put in place, with a clear date for reviewing the progress made and recorded using the school's Intervention Plan pro-forma. The views of the parent/carer will be sought in addition to the views of the pupil. Teachers will have access to this intervention plan and will therefore use the information in order to inform their teaching practices and other differentiation required for the pupil.

#### **The four part cycle:**

**Assess:** the assessments undertaken initially will be recorded, along with any initial observations made including observations from parents/carers and the pupil.

**Plan:** the targets and objectives will be identified and agreed with the pupil. Additional provision will be planned using the assessment information in order to plan an individualised programme for the pupil. The plan will clearly outline the activities to be undertaken and the personnel who will be responsible for the activity. Clear criteria will be written in order to assess the impact of the interventions. This may be done in consultations with parents and carers.

**Do:** the interventions will be undertaken by the relevant staff.

**Review:** the success of the intervention will be considered with regard to the criteria in order to assess the impact. As a result of the review, the plan will adjusted or amended accordingly. If it is felt that further advice is required at this stage, advice from specialist teachers, health professionals and/or the Educational Psychologist will be sought following consultation with parents/carers.

Following local authority procedures, if two cycles of assess/plan/do/review are followed, with the second cycle involving and following advice from the Educational Psychologist and specialist professionals, and expected progress is still not being made by the pupil, then evidence will be collated in order to apply for SEN support plus funding. If pupil progress is still not as expected, four further cycles of assess/plan/do/review will be followed, again following advice from the Educational Psychologist and specialist professionals, then evidence will be collated in order to apply for assessment for an Education Health and Care plan (EHC plan).

#### **MANAGING PUPILS' NEEDS ON THE SEN LIST:**

When a pupil is identified as having SEN and their category/categories of need have been established, parents/carers will be contacted and information will be sought in order to involve them in the process. The views of the pupil will also be sought. The intervention plan (Assess-Plan- Do-Review) will be written by the member of staff working with the student, this may be in consultation with parents/carers, heads of year, SEN/intervention staff, the pupil and other professionals

(including; advisory professionals, health, social care, Educational Psychologist) if appropriate. This will be overseen by the SEN department (SENCO and SENCO Manager). The level of need of the pupil will determine what interventions/actions will be undertaken.

The activities or interventions will be undertaken by the staff outlined in the plan. The plan will be reviewed at least termly, but it will be reviewed earlier if it is felt that the plan is not working and if additional interventions need to be put in place. The activities section can be added to during the course of the plan. Only one plan will be written which will involve all the actions that need to be undertaken in order to support all of the pupil's categories of need.

After a cycle, the plan will be reviewed, again taking into account parent/carer views whenever possible and the views of the pupil. The outcomes and impact will be assessed following the criteria outlined in the plan. The assessments could include; attendance and punctuality data, house point information, pupil progress data, exam or KAT data, spelling/reading assessments or other tests undertaken by staff. Once this data has been reviewed, the impact of the interventions will be discussed in order to inform further interventions. The staff delivering the actions will be responsible for evidencing the progress according to the outcomes described in the plan. If the pupil is beginning to make progress following the plan, the interventions/actions will be continued.

Pupils will be removed from the SEN list if significant progress has been made. That is, improvement in behaviour as noted from a reduction in behavioural concerns and a reduction in negative house points over two cycles of assess/plan/do/review. With regard to pupils with learning difficulties, significant improvement in spelling, reading, writing and numeracy skills should be noted before the pupil is removed from the SEN list. The gap in progress between the SEN pupil and their peers should be reduced. In some cases, pupils are removed from the SEN list as they do not have require any further intervention that it additional to or different to that of their peers. However, they may still have guidance or support from the Learning Mentor attached to their year. Pupils with communication difficulties will receive on-going support until it is felt that their needs can be comfortably met within the classroom without the need for additional input.

The process will begin again with another cycle.

The plan will be kept up to date by the relevant staff members. Parents/carers will receive copies of the plan if this is requested and will receive updates. The teaching staff and SEN staff will be able to access the plans in the staff intranet in order to inform classroom differentiation.

If it is felt that the school cannot meet the needs of the pupil then evidence will be collated by the SENCO/ SENCO Manager in accordance to the procedures outlined by the Local Authority (Tier System). Additional school support can then be requested from the Additional Needs Team, or a request can be made for an EHC plan assessment. For both of these processes, there needs to be involvement from an other professionals and in often and Educational Psychologist. It needs to be evidenced that their advice has been acted upon and the impact of this should be found. Specialist staff will be requested via referral documentation.

If school and parents/carers need further support from specialist services we will refer to the LA local offer and their website: [theburydirectory.co.uk](http://theburydirectory.co.uk) .

The pastoral staff will complete EHFS Plans if required, in consultation with the parents/carers.

Pupils who already have an EHC Plan will have targets/objectives outlined within these documents. This will be followed by the school, the teachers and SEN staff. Staff will be advised regarding differentiation needed within the classroom.

EHC Plans will be reviewed annually according to the criteria laid down by the LA and the SEN code of practice July 14. A person centred approach will be adopted when reviewing statements and EHC Plans. The transition process of a statement of SEN to an education health and care plan will be followed following guidelines issued by the LA (see appendices).

### **SUPPORTING PUPILS AND FAMILIES:**

Parents/carers will be guided towards the LA local offer, with additional support from school and advice being provided by Bury Parent Partnership. Parents/carers will be advised of outside agencies that could provide them and their children with additional support.

The school assesses pupils with regard to exam access arrangements, if it is felt that that they are required.

Additional support is provided to parents/carers and pupils with SEN during transition from primary school to Philips and when transferring to college or work based employment.

The school values the support it receives from parents/carers and actively encourages them to become engaged with the school in order to support the needs of their children.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school will comply with its duties under the Equality Act 2010. Also, refer to the school's medical policy which can be found on the school's website.

Some pupils' medical conditions are so severe or complex that a care plan needs to be put in place. Parents/carers are invited to a meeting to agree the care plan procedures. Care plans are adjusted for pupils Care plans are written following advice from parents/carers, the LA's advisory teacher and medical professionals.

Philips High School has a strict medicines policy. If a pupil has a long term medical condition which means that medication needs to be kept in school, then this will be sanctioned providing the medicines are prescribed and contained in a box with the prescription on it (see medicines policy) and we have written permission from a parent/carer. Staff will only use emergency medication if they have been fully trained. Pupils who have medicines prescribed four times a day may also keep their

medicines in school following the rules outlined above. The school keeps a medical conditions list so that staff can be made aware of a pupil's medical condition. Reasonable adjustments are made in school and on school trips for pupils with medical conditions and physical disabilities.

Some stated pupils with a physical difficulty follow physiotherapy programmes. The school operates a PEEP (personal emergency evacuation plan) policy for all SEN pupils who would be at risk in an emergency. Parents/carers and pupils are made aware of this plan.

There is a robust system for logging of medicines and recording when medicines have been taken. Three members of the SEN team are qualified first aiders and are aware of the medical needs of the pupils and what to do if an emergency situation arises.

The progress of all of the pupils whose names are on the medical list is monitored, whether the pupil is on the SEN list or not.

### **MONITORING AND EVALUATION OF SEND:**

The quality of the provision is assessed termly using PPR data, exclusion and isolation data and attendance/punctuality data. Learning area managers also have to evaluate the progress of pupils with SEN and put further interventions in place if there is a significant gap between SEN pupils and their peers.

Parents/carers views and pupil voice is sought in order to assess the effectiveness of SEN provision in the school. The SEN policy is regularly reviewed in order to take into account the views of all stakeholders; this ensures an improvement of provision for all pupils.

All pupils are monitored through the pupil progress review system (PPR) which occurs termly. Following the publication of this data the SEN pupils will be assessed and evaluated. If adequate progress is not being made then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both pupils and parents/carers. The school's SEN provision is regularly reviewed and evaluated following whole school data which refers to SEN as a pupil group. The impact of interventions are assessed and evaluated and the results inform school which SEN provisions are effective.

### **TRAINING:**

Staff will be consulted with regard to their training needs on an annual basis. Training will take place during school professional development sessions. Further training will be sought from the Educational Psychologist and from the LAs Additional Needs Team.

SEN staff briefing sessions occur once a week. Pupils' needs are discussed along with strategies for supporting them within the classroom. Concerns are noted and acted upon.

Support staff are kept up to date with moving and handling procedures. All staff are trained with regard to child protection procedures. Some staff are trained and require on-going training for first aid and for the giving of emergency medications.

### **ROLES AND RESPONSIBILITIES:**



The SEN Governor is: Mr. M Shah.

His role is to keep the governors informed with regard to the SEN policy and the progress of SEN pupils in the school. He will also become involved regarding the provision and the resources the school offers to pupils with SEN. In addition, he should support the SENCO/SENCO Manager with a strategic approach to meeting SEN in the context of the total resources available.

The SENCO, Mrs F Cooper and Mrs EJ Duxbury is Deputy Head Teacher and SENCO Manager.

The roles and responsibilities of the SENCO and SENCO Manager, in consultation with the senior management and leadership team (SMLT) and governors, is to determine the strategic development of the SEN policy and provision in the school. In addition, they have day to day responsibility for the operation and co-ordination of the policy and co-ordinating provision, providing advice and liaising with pupils, parents/carers, teachers and other professionals/external agencies. The SENCO/SENCO Manager also ensure that all records are kept up to date and manage the work of SEN staff. The SENCO Manager and the SENCO are members of the SLT.

The SENCO Manager/SENCO also manages the schools responsibility for meeting the medical needs of pupils, with support from a HLTA.

The designated teacher with specific responsibility for safeguarding and for managing the provision for CYPIC pupils is Mrs K Burrow. She liaises with SEN staff, the CYPIC team, social workers and social care staff in order to ensure that these pupils make progress.

#### **STORING AND MANAGING INFORMATION:**

Documentation with regard to SEN pupils is stored in the SEN office, with confidential documents being locked up in a filing cabinet. Once a pupil has left the school a file can be requested from the receiving school or college. This file is passed on providing the parent/carer is in agreement. Files of pupils who leave that are not passed on are clearly dated with when they should be destroyed. Files are destroyed by shredding. (See confidentiality policy). All staff have completed relevant training on the current GDPR legislation and this has been addressed in the way that we store and share information within school or with other services.

#### **REVIEWING THE SEN POLICY:**

The SEN policy is to be reviewed and amended annually. It will be reviewed in consultation with staff, parents/carers, pupils and governors.

#### **ACCESSIBILITY:**

The school has a disability access plan which is reviewed every three years following consultation with all stakeholders in line with the Disability Act 2001. This plan along with the disability access scheme can be found on the school's website.

The school endeavours to put physical adaptations in place in order to support the needs of pupils with a physical disability. The school has adapted facilities to accommodate wheelchair users and pupils/parents/carers with physical difficulties. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate pupils with physical difficulties. There are accessible

toilet, showering and changing facilities for pupils with physical difficulties. The school has been adapted in order to support a pupil with VI and specialist equipment is also used by staff in order to support the learning of two pupils with HI. Support with recording is given to pupils who experience difficulties with recording and reading. This support could be via ICT, we have a programme which is an e-reader for pupils with difficulties with reading and we encourage the learning of keyboard skills and computer access for pupils with difficulties with recording. Some pupils also receive scribes or a laptop is lessons when required, as part of their normal way of working. Pupils are assessed for exam access arrangements, this is done through identifying their normal way of working over their time at school and from input from teaching and support staff. If a pupil is identified by staff to require access arrangements formal testing will be completed by a qualified member of staff when they are in KS4. Parents/carers who have English as an additional language are accommodated in school with the help and support of the curriculum language access service.

In terms of access to the curriculum, for the majority of subjects, pupils will be placed in a particular set and pathway according to their academic ability; this is so that specific support and intervention can be targeted around the needs of the pupils. Some pupils may be identified to benefit from working in the Thrive Pathway, where there is access to smaller teaching groups for Core subjects at KS3. At KS4, pupils that access the Thrive Pathway are taught in smaller classes for core subjects, their timetable will also include additional activities such as ASDAN, independent living skills and opportunities for work experience.

An emphasis is placed on quality first teaching within an inclusive classroom, where teachers can differentiate for the individual needs of the pupils. Pupils undergo diagnostic testing in numeracy, literacy (spelling and reading), on entry. The results of these tests and the information from parents/carers and teachers from the previous school are used in order to plan programmes of intervention for pupils. SEN pupils and their parents/carers receive support from the school regarding option choices. Pupils with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training. More information can be found in the SEN information report.

Philips High School has a fully inclusive policy and pupils with any form of SEN are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or SSA, specific programmes or teaching, small group work, lunch time support etc. Practical subjects, such as PE, use differentiated programmes for pupils with SEND.

Pupils requiring financial assistance are supported on educational trips and visits. We try to ensure that no pupil should be excluded for issues relating to SEN. Pupils have care plans which are adjusted for school trips.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

### **DEALING WITH COMPLAINTS:**

If concerns or complaints are being raised, they should initially be directed to the SENCO, SENCO Manager (Deputy Head Teachers) or the pupil's head of year. We aim to discuss and rectify any issues or concerns initially. If concerns/complaints continue to arise then complaints can be directed towards the Head Teacher. Complaints can also be sent to the Chair of Governors or the SEN Governor.

In addition to the above, the school's complaints procedure can be followed; this procedure is published on the school's website.

### **BULLYING:**

School has a bullying policy (see website) and steps are actively taken to ensure and mitigate the risk of bullying of vulnerable pupils at the school. Any concerns raised by staff, parents/carers and pupils are dealt with seriously and immediately. Intervention is undertaken with the bully and support is given to the victim. All incidents are recorded and logged on the appropriate systems.

Pupils are taught to respect each other and consider the needs of others. Aspects of PSHE and Citizenship are covered through form time and Life Skills days. Assemblies and form discussions are held on a regular basis with regard to respecting others and bullying. Parents/carers of pupils with SEN are aware that they can report any issues with regard to bullying. Some pupils are given additional information with regard to on-line safety. Pupils with medical conditions or social communication difficulties can attend 'super sevens' at break time and go in our 'quiet room' at lunch time. These rooms are staffed with SEN staff. The playground area is staffed by a member of the SEN team, who is employed to support the safety of vulnerable pupils who wish to go outside at lunch time.

### **APPENDICES:**

- The LA document 'a guide to the Education, Health and Care assessment process
- The LA draft document 'thresholds and guidance for SEND support and statutory education, health and care needs assessment of SEND
- The LA document 'transfer of a statement of SEN to an Education Health and Care Plan'