

Thomas Telford School



Special Educational Needs and Disability Policy and Information Report

**Updated by Caroline Harding-Jack July 2016
Review Date July 2017**

Introduction

Thomas Telford School is committed to fair and equal treatment of all individuals regardless of need. Thomas Telford School shall have regard to the Special Educational Needs and Disability Code of Practice (updated January 2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Family Act 2014.

Thomas Telford School will ensure that all children with Special Educational Needs receive the appropriate support as outlined in the Special Educational Needs and following documents:

- SEND Code of Practice January 2015.
- Equality Act 2010 advise for schools D of E 2013
- Statutory guidance on Supporting Pupils at School with Medical Conditions December 2015
- Thomas Telford School SEND policy and Information Report 2016
- Teachers Standards 2012
- Thomas Telford School Safeguarding Policy September 2016
- Accessibility Plan 2014-17

All students identified as having Disability and Special Educational Needs (DSEN) will be provided with equal access to the curriculum through support that will be given in a variety of ways to suit individual needs and requirements. Thomas Telford School will operate a whole school approach to Special Educational provision, where all staff are responsible for meeting the Special Educational Needs and Disability of students. DSEN will be used as an abbreviation for Disability and Special Educational Needs throughout this policy.

Aims for which educational provision is made at the school.

The aims of this policy are to ensure as far as is reasonably practicable that:

- The Special Educational Needs and Disability Code of Practice (updated January 2015) is implemented together with the Education Act 2011.
- Thomas Telford School environment accommodates students with disabilities and provides the appropriate facilities.
- Students with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of the School.
- The views of the individual student and their parent/guardian are taken into account at all times when their requirements are being assessed.
- To ensure that students receive and enjoy their educational entitlement, irrespective of gender, ethnicity, race, religion or special need.
- Our best endeavours are used to secure special educational provision for students for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the following areas of need:
 1. Communication and Interaction
 2. Cognitive and learning
 3. Social, mental and emotional health
 4. Sensory/physical

- Members of staff working with students with SEND have appropriate information, support and training.
- To request, monitor and respond to parents'/carers' and students' views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions and their full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Education Needs?

Any student, whatever their level of attainment, may experience a difficulty at some stage in their school life. Some students need support to access and progress through the curriculum at a challenging yet appropriate pace. Early identification of students who need additional support is essential to enable staff to provide effective learning experiences for individual students. Some of these students may have Educational Health Plans.

Students who attend Thomas Telford School may have:

- exceptional ability in one or more curriculum areas
- emotional or behavioural difficulties
- physical disabilities
- physical problems connected with sight, hearing or speech
- specific difficulties related to aspects of language, reading or mathematical work
- mild, temporary difficulties which cause a slower rate of progress through the curriculum

Identification and Assessment of Students with SEND

Assessment should not be regarded as a single event but as a continuous process. Thomas Telford School will be responsive and open to expressions of concern by parents/carers and take into account any information parents/carers provide about their children. Some students may also raise their own concerns about their progress which will be considered and treated seriously. Thomas Telford School is aware of parent partnerships service and parents/carers will be offered advice and support as and when appropriate.

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder Primary School
- Any member of staff
- Parents
- Outside Agencies
- The individual student

Identification of a students' SEND may take a variety of forms including the measurement of students' progress by referring to:

- Evidence of teacher observations and assessment
- A student's performance highlighted through the Module Reporting system

- Standardised screening or assessments
- Collation of a number of performance indicators

Thomas Telford School will adopt a graduated response to match the special educational provision to the needs of the students, with due regard to the Special Educational Needs and Disability Code of Practice (updated January 2016).

What is Learning Support?

Thomas Telford School operates a whole School approach to special educational provision. This means that all staff are responsible for meeting special educational needs and have a responsibility for all students. Effective mixed ability teaching provides the foundation for maximising student performance. To this end, the staff at Thomas Telford School have agreed the following objectives:

- to provide a curriculum which enables all students to realise their full learning potential
- to target resources specifically for exceptionally able students, those with learning difficulties and those students with physical disabilities.
(see Annex A)
- to provide a whole School approach to Learning Support so that meeting special educational needs is an integral part of curriculum planning, delivery and assessment
- to identify individual needs and provide appropriate support
- to utilise fully Information Technology so that students can take more control over their learning

Extra help and learning support for exceptionally able students and those with learning difficulties may take a variety of forms. For example:

- a specially designed learning programme with differentiated starting point
- assistance from an extra teacher, technician, or helper in the classroom
- being taught individually or in small groups
- using technological equipment, e.g. electronic spelling aids, radio microphones and software for specific skill training, mobility aids.

SEND support takes the form of a four part cycle;

1. Assess – a clear analyses of the students’ needs
2. Plan – parents notified and agreement reached on adjustment/intervention support as well as impact on progress, outcomes sought – date for review
3. Do – teacher remains responsible for working with student on daily basis
4. Review – impact of the support and intervention

How is Learning Support Organised?

Raising the attainment of all students, including those with SEND, is a whole-school responsibility. All teachers are expected to teach inclusive lessons in which all students:

- are able to participate
- can access the key learning at their own level
- take some new learning away with them

Avoidance of labelling and non-segregation is fundamental to good practice. Each student is offered their curriculum entitlement, including the National Curriculum, within the context of the Learning Base alongside their peers and subject teachers. Each student is given the opportunity to develop from their own starting point and progress at an appropriately challenging pace. Additionally, specialist teaching and resources are provided for students who require Learning Support.

All Special Educational Provision is monitored by the Governors of the School.

Mr Bromley Jones is the Governor with responsibility for Special Educational Provision.

Mrs C Harding-Jack is the Head of Special Needs with line responsibility for the day to day co-ordination of the provision and overall responsibility for Special Needs.

When the needs of individual students have been assessed, it may become necessary to target additional resources to facilitate learning. A Learning Support Team, (see Annex B), has been established to enable teachers in the Areas of Experience to:

- develop procedures for the identification of students with special educational needs, including the exceptionally able (see Annex A)
- provide in-class support for targeted students
- team teach or provide individual tuition if the need arises
- in conjunction with the class teacher, prepare individual programmes of study and resources for targeted students
- develop staff expertise in catering for students with special educational needs

The SENCO will provide specialist guidance and co-ordinate this provision in consultation with the Senior Management Team.

Special Needs will feature as a weekly agenda item on both Senior Management, Team and Area of Experience Meetings.

The Learning Support Team will meet with the Deputy Head as part of the whole School meeting schedule at least twice termly.

An on-going programme of staff development has been designed to enhance the skills of the Learning Support Team and School staff. This is linked to the School Development Plan.

All teaching staff are informed about students with specific special needs via the Area of Experience Meetings, Staff Briefings, Special Needs Confidential Files and electronic mail. This enables teachers to plan effectively and implement any recommended teaching strategies. Those students identified as having additional needs are provided with a plan of provision. The 'Provision Plans' are accessible to all teaching and support staff and outline the strategies teaching staff should incorporate into their

sessions to ensure that practice is fully inclusive. Further advice for teaching staff and support for students is available from outside agencies. For example:

- Educational Psychologist
- Learning Support Advisory Teachers (LSAT – Specialist teachers.)
- Sensory Inclusion Service
- Social Services
- School Nurse
- Child and Family Service

All outside agency support is co-ordinated and overseen by the Head of Special Needs.

Partnership with parents is the foundation stone of the School's work. All Individual Education Plans are discussed and negotiated with parents.

Student progress is carefully monitored. Regular feedback is provided for students and parents via Module Reports, Records of Achievement and Review Meetings between personal tutors, parents and Learning Support Team Teachers.

Special Needs Admissions

Thomas Telford School does not discriminate against students with SEND. The School admits students from across the whole ability range. Where applicants have identified special educational needs, a meeting will be convened with the Headmaster and/or Deputy Head/Head of Special Needs alongside parents to assess the suitability of the School's provision for the applicant prior to admission.

Where a student has been identified as having a statement for SEND or Educational Health and Care plans (EHC), a meeting will be convened with the head of SEND and a representative from the relevant LA from which the student comes, to assess the student's needs. Students who have an EHC, will have all relevant information sharing prior to transfer to ensure appropriate provision is organised.

Requests for transfer documents are circulated to feeder schools and meetings are arranged with Head of SEND and all relevant outside agencies where possible.

Special Facilities

The School has exceptional resources which enable the staff to cater for the needs of a wide range of students. These include:

- Portable lap-top computers
- Access to the School's PC network
- Access to spell-checkers, specialist software and Multi-Media facilities
- A medical room supervised by a full time RGN (Registered General Nurse) qualified nurse
- A lift to the First Floor Teaching Areas
- A Disabled Toilet
- Three Teaching Assistant Support Staff who provide learning support
- Information Technology Technicians who provide support for both staff and students
- A Consultant Educational Psychologist
- Counselling from Releteen
- Careers support

In addition:

- Information Technology Technicians who provide support for both staff and students.

Further information can be obtained from the school's Accessibility Plan.

Role of the SENCO

1. Oversee day to day operation of the SEND Policy.
2. Coordinate provision with SEND
3. Liaise with CIC relevant agencies
4. Advise on a graduated approach to provide SEND support
5. Liaise with parents of SEND, feeder schools, Educational Psychologist, Health Care Professionals and other independent bodies.
6. Key point of contact with external agencies.
7. Liaise with potential next providers of education.
8. Work with Governors to meet responsibilities under Equality Act 2010 with regard to reasonable adjustments and access arrangements.
9. Ensure records of students with SEND are updated.

Safeguarding/Child Protection Procedures

The named Safeguarding/Child Protection Officer for Thomas Telford School is Mrs C Harding-Jack.
The named Children in Care (CIC) lead is Mrs C Harding-Jack

Thomas Telford School will show due regard for the guidance issued by Telford and Wrekin Safeguarding Team.

The Role of the Governing Body

The Governing Body holds responsibility for monitoring and reviewing the SEND policy and provision.

ANNEX A

Provision for Exceptionally Able Students

Students who display exceptional talent in one or more curriculum areas are identified from a range of different sources. These include:

- Results of Admission Assessments
- Feeder School Reports
- Subject Teacher Referrals
- Results from National Curriculum Assessments
- Parental Referral

It is the responsibility of teachers and parents to ensure that the motivational level of these students remains high. Exceptionally able students are catered for in a variety of ways at Thomas Telford School to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which are currently employed include:

- Individual meetings between parents, personal tutors and able students to establish individual programmes of study
- Regular reports to parents and able students ten times per year which include negotiated targets for future action
- Membership of Express Groups
- Opportunities to take GCSE before Year 11
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students who display exceptional ability may be targeted for specialist teaching in small groups within the Option Schemes
- Students may be taught in sets at the direction of the Assistant Head/Manager within the Area of Experience
- Students are actively encouraged to participate in Session 3 activities
- Students are invited to use the Homework Centre which is available from Monday to Thursday during Session 3

Learning Support Team

C Harding-Jack	Special Needs	Head of SEND
E Howard	School Nurse	Support Staff
K Harding-Jack	Teaching Assistant	Support Staff
N Lester	Teaching Assistant	Support Staff
C Dyer	Teaching Assistant	Support Staff

Members of staff from other Areas of Experience are co-opted on to the team as required.

Special Educational Needs and Disabilities Information Report

Policies	<p>The following policies can be found Thomas Telford School website.</p> <ul style="list-style-type: none"> • Accessibility Plan • SEN Policy
What is an EHCP?	<p>The children and Families Bill identified changes to how children and young people with DSEN will be supported in the future. As part of this there is now a new assessment process with a single, integrated Educational, Health and Care Plan (EHCP) replacing the statementing process.</p> <p>An EHCP looks at all the needs a child has in education, health and care. Professional from each area, along with parents and the student, will consider what outcomes would like to be seen in place and what is needed to achieve them.</p> <p>EHCP's have the same protection in law as a Statement of SEND.</p> <p>An EHCP assessment will usually only apply to children with the most complex needs in mainstream school, or children who require a specialist school or setting.</p> <p>If a student is in receipt of an EHCP Thomas Telford School will work in partnership with student, parents and agencies to create an individualised programme of support.</p>
Identifying students who need support?	<p><i>On entry:</i></p> <ul style="list-style-type: none"> • Close liaison with Primary Schools prior to transition. • Additional Visits to Thomas Telford School where appropriate. <p><i>Existing Thomas Telford School students:</i></p> <ul style="list-style-type: none"> • First quality teaching.
How are the needs of the students met?	<p>The SEN department at Thomas Telford School consists of the SENCo, three Teaching Assistants and a school nurse. Current interventions are:</p> <ul style="list-style-type: none"> • Targeted, planned intervention which may be facilitated on a 1-1 or small group basis. • Targeted support in English, Mathematics, Science and MFL. • Physically disabled students are supported in Physical Education. <p>We offer 1-1 and small group sessions to support organisational skills, revision skills and emotional support.</p> <p>There are opportunities for students to take part in the Nurture Group where they can build confidence and self-esteem through a range of activities and session 3's.</p>
How we evaluate the support given to students?	<p>Progress of all students is tracked on module reports every four weeks. This data is used to show who requires intervention. This information is shared with parents at the end of each module.</p> <p>Reading and spelling are testing regularly.</p>
Student's voice?	<p>Students with EHCP's will be key to creating their My Plan. They will get the opportunity to review their strengths and weaknesses, setting new targets for themselves.</p> <p>Students identified with SEND needs (but without an EHCP) will receive intervention at the appropriate level on a need basis.</p>
Training of SEND staff?	<p>The SENCo is a qualified teacher with extensive experience in Special Educational Needs.</p> <p>All SEND staff have current first Aid Training and diabetics training.</p> <p>The School Nurse is state registered.</p> <p>All SEND staff have access to or receive training at planned opportunities throughout the year. A Specialist Teacher completes specialist assessments for Examination Access Arrangements twice a year.</p>
How accessible is Thomas Telford School	<p>Thomas Telford School building complies with the standards and regulations outlines in the Discrimination Act 1995.</p>

with physical disabilities?	There are a number of aspects of Thomas Telford School building which are accessible to all those with a physical disability, including lifts, disabled toilets and changing facilities. In addition, staff are fully trained on evacuation procedures. Staff work with Occupational Therapy and Physiotherapy Specialist to adapt aspects of the curriculum.
Who can I contact at Thomas Telford School?	Mrs Caroline Harding Jack – Head of Special Educational Needs and Disabilities. chardingjack@ttsonline.net
Arrangements for consulting and involving parents/carers	<p>All parents and carers have regular communication about the child's progress through their child's personal tutor group. This includes progress checks and parents consultations.</p> <p>In additional to this children with identified SEND have regular meeting with the SEND team.</p> <p>Parents /carers may seek further support from: Information, Advice & Support Services Network The Glebe Centre Wellington Telford TF1 1JP 01952 457176 (previously known as Parent Partnership)</p>
What type of support my child may receive?	<p>All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Students who are not making adequate progress, targeted intervention takes place. The SEND department is then informed. A more specialist support may be required for some students.</p> <p>On entry to Thomas Telford School, information about additional needs and prior attainment is shared with the SENCO so that relevant support can be put into place. All new students to Thomas Telford School undergo baseline assessments in English and Mathematics. The results of these will be analysed and any concerns will be raised with parents/carers and the SEND department.</p> <p>Student who are in receipt of a Special Educations Needs Health and Care Plan will receive specialist support as outlined in their plan.</p>
Arrangements for supporting students with Special Educational Needs in a transfer between phases of education or in preparation for adulthood and independent living.	<p>Before joining Thomas Telford School Year 6 students attend induction days. Support from the pastoral system ensures a smooth transition from primary to secondary school. Children identified with SEND needs have the opportunity to meet with the SENCO in addition to the induction days.</p> <p>Thomas Telford School careers department works closely with all students to ensure that each student has a transition plan into post-16 education, higher education, training courses or the work place.</p> <p>The SEND department works closely with Future Focus to ensure those students with identified additional needs are further supported during transition.</p>
External expertise and services used by Thomas Telford School.	<p>Thomas Telford School may include accessing Specialist Services such as Learning Support Advisory Teachers. In addition we may seek advice form occupational therapists, physiotherapists, speech and language therapists, Social Services, Specialist teacher of the deaf/visually impaired and CAMHS.</p> <p>Thomas Telford School has a counsellor.</p>
Governing Board support the work of the Thomas Telford School SEND department.	<p>The Governing Board nominates a named governor who will ensure the department meets all statutory guidelines for the provision of students with identified Special Educational Needs.</p> <p>The named governor is currently Mr Bromley Jones. Mr Jones can be contacted by email at this address jhart@ttsonline.net . The named governor will ensure that all funding is spent in the best interests of individual and their needs.</p> <p>The Governing Board will also deal with any complaints which may implicate the provision for students with addition needs, if it is felt that an issue has not been dealt with sufficiently by the SENCO, Deputy Headteacher or the Headteacher.</p>