

THE PEDMORE HIGH SCHOOL



**Pedmore
High School**
Aspire, Persevere, Succeed

SEND Policy

Updated September 2022

Agreed by Governors:

Key people relating to this policy:

Headteacher: G Lloyd

SENDCO: A Durrant

SEND Governor: Marie-Claire Hedworth

Aims

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Need and/or Disabilities Code of Practice 0-25 Guidance (2014).

- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

Mission Statement

At Pedmore High School we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive and diverse curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe that every teacher is a teacher of every child, including those with SEND.

Aims

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- To ensure that the educational needs of all pupils are met.
- To ensure that aspirations and expectations of all pupils with SEND are high.
- To provide equal opportunities for all.

Objectives

In order to achieve these aims, the staff at Pedmore High School will:

- Ensure that students with special educational needs have their needs identified by close liaison with primary schools prior to students starting at the school. The SENDCO, where possible, will meet with primary school staff/parents to identify students already identified to ensure effective provision/staffing is in place to support students.
- Staff members seek to identify the needs of pupils with SEND as early as possible and to liaise with the SEND department to share any concerns. Any concerns will be discussed with teaching staff and parents to explain reasons for the referral.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. Where appropriate, this is in connection with Outside Agencies who may be invited to support students' needs.

- Teachers will continue to assess and monitor the progress of students with special educational needs and discuss progress with students and parents. Where concerns are raised about an individual's progress, additional support may be requested (for example with Learning Support Services).
- Continue to work alongside outside agencies who may come to lesson to observe students and offer guidance/strategies to further support student progress. Where relevant, staff may be offered additional training to help develop useful strategies.
- Liaise with the SEND department regarding Student Passports, used to identify specific areas of need/strategies that can help to support Individual students.
- Ensure all students with Education Health Care Plans (EHCPs) receive appropriate support/provision and their EHCP is reviewed in line with statutory guidelines.

Identification and definition of Student need

All staff at Pedmore High School are expected to deliver 'Quality First Teaching'. This ensures all teaching is appropriately differentiated and personalised to meet the needs of students.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Once a SEND is identified, the school will work towards trying to support the student by discussing which type of specialist provision may support the student and help remove the barriers to learning.
- The 'Graduated Approach' is the four part cycle of 'Assess, Plan, Do, Review' and will be discussed with parents if their child is deemed to require further monitoring or involvement with the SEND department.

Pupils with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Roles and Responsibilities

The Head teacher has ultimate responsibility for the overall provision and funding for students with SEND. However, all staff are aware of the School's SEND policy and the identification, assessment and monitoring progress of those on the SEND Register.

SENDCo

The SENDCo – A Durrant leads on the day-to day provision for SEND students. Parents are encouraged to liaise with the SEND department to discuss any concerns or to arrange a meeting and can be contacted on the School telephone number/address.

The Role Includes:

- Liaison with students and parents/carers to gather information where necessary
- Updating the SEND register and Student Passport Information to ensure all staff have access to current information for their teaching files.
- Liaising with the day to day provision of Outside Agencies and in-school visits. These may include: **The Visual Impairment Service (VI), Autism Outreach (AO), Physical Impairment and Medical Inclusion Service (PIMIS), Educational Psychology (EP), Occupational Therapy (OT), Speech and Language Therapy (SALT) and Hearing Impairment (HI)** amongst others
- Making recommendations to students/staff following lesson observations or 1:1 sessions.
- Ensuring all SEND files are accurately stored and filed confidentially
- Managing the effective deployment of Teaching Assistants (TAs) to ensure students' needs are met.
- Having weekly department meetings to share any concerns/information
- Organising and delivering Continued Professional Development (CPD) at a whole-school or department level where appropriate.
- Making recommendations for Access Arrangements (AA) in connection with the Exams Officer to ensure all SEND students have the correct supporting documents (Form 8s) on file ready for JCQ Inspection purposes.
- Working with the Learning Support Services (LSS) to ensure all identified students have access to the relevant assessment process and the results of this shared with parents/carers.
- Agreeing the LSS Service Level Agreement (SLA) budget in advance of each academic year.
- Identifying specific Intervention programs and monitoring the attendance/progress of students.
- Reporting to the Headteacher/relevant line manager.
- Arranging the ongoing transfer of student records to alternative Post-16 Provision. Nce
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Teaching Staff

All staff at Pedmore High School are teachers of SEND.

The Class teacher is responsible for:

- Delivering 'Quality First' teaching which accounts for all learners within the classroom. They will plan effectively to ensure lessons are highly differentiated, taking in to consideration the needs of all students.
- Providing information to identify students with SEND and sharing concerns/evidence to support referrals made.
- Collecting relevant information, copies of work and/or resources to share with the SEND department.
- Provide resources in-line with individual needs as outlined in the Student Passport or from reports provided by Outside Agencies.
- Managing the effective deployment of TAs within the classroom

Teaching Assistants (TAs)

The SEND department is staffed by TAs with a wide range of knowledge, skills and experience. This includes delivery of bespoke Interventions, such as Catch Up Literacy, Speech and Language, Social, Emotional and Mental Health, life skills and much more. Some Intervention sessions are more specific depending on the needs of the child, or that are specifically outlined in the EHCP. This work is carried out in small groups or 1:1, under the direction of the SENDCo, teachers or outside agencies. We also pride ourselves on the work we continue to develop for visually Impaired students with an impressive base of resources and facilities designed to provide an Inclusive education for all.

Higher Level Teaching Assistant – TBC

Teaching Assistant (Level 3) – Mrs T Morris (Part-time)

Teaching Assistant (Level 3) – Mrs C Preston

Teaching Assistant (Level 3) – Miss S Preston

Teaching Assistant (Level 3) – Miss S Preston

Teaching Assistant (Level 2) – Miss C Bate

Parents and Students

Parents are encouraged to liaise with the school to update staff with any relevant information they feel would be useful. If parents would like to meet with the SENDCo, they can make an appointment. Parents are also able to discuss the progress of their child during various times throughout the year with their class teacher during Parents' Evening.

Students are encouraged to share their views with Pedmore High School regarding provision for their special educational needs. This may include 1:1 discussions or through formal meetings with parents/carers. Students with EHCPs will be invited to their Annual Review, normally towards the end of the meeting so they can be present to hear the summary of information from staff and outside agencies.

Training and Resources

We aim to ensure staff has access to updated information regarding SEND students and any change to statutory guidance. The Local Education Authority (LEA) provides regular updates through network meetings and SENDCo forums, advising on National SEND strategies.

The SENDCo also contributes to the whole school CPD program termly by delivering SEND workshops and the sharing of good practice. All trainee/newly qualified staff meet with the SENDCo to discuss the school processes in place and to familiarise themselves with key policies.

Social and Emotional Support

Pedmore High School offers all students a high level of social and emotional support through a range of pastoral routes. Students are able to discuss concerns with staff, with form tutors providing a first line point of contact. However, for those students who require additional support they are offered alternative provision where necessary. 'The Hub' is designed to support students who require somewhere quiet to eat their lunch or would prefer somewhere less crowded with a more relaxed and calm environment. The soft seating, games and sensory toys provide a more relaxed approach at unstructured times.

We understand there are times when students may feel upset or anxious and prefer to have a discussion with somebody other than their teacher or member of the SEND department. A referral may be made to the School Nurse who will offer to see students making any further recommendations they feel are appropriate.

SEND and Safeguarding

Pedmore High School is committed to ensuring all students are safeguarded appropriately. All staff are required to attend regular safeguarding training and updates throughout the academic year in line with the Safeguarding policy.

Safeguarding procedures and risk assessments are in place and adhered to by all staff. Children with special educational needs (SEND) and disabilities may face additional safeguarding challenges. The SENDCo also acts as a Deputy Designated Safeguard Lead (DDSL), receiving ongoing statutory training, liaising with the Designated Safeguard Lead (DSL) Mr A Fisher (Assistant Headteacher) on a regular basis. In addition to this the SENDCo attends and advocates for SEND students at external agency meetings as directed.

SEND and Attendance

Attendance for all students remains a whole school priority at Pedmore High School but we understand some SEND students may need additional support to access school. The SENDCo, alongside the attendance officer, monitors the attendance of SEND students on a regular basis. The analysis of this data enables us to identify any SEND students who are at risk of persistent absence from school. Following liaison with key staff, telephone calls, face to face meetings and home visits are conducted to ensure we maintain contact with SEND or vulnerable families. If required, we are able to signpost families to the relevant services to further support their child or extended family on a case by case basis.