



Test Valley School

Special Educational Needs – Whole School Policy

Rights Respecting School:

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to full. It must encourage the child's respect for human rights, as well as as respect for their parents, their own and other cultures, and the environment.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

This policy details the arrangements for the identification, assessment, monitoring, support and review of pupils with Special Educational Needs as required by the SEND Code of Practice 2014 (revised January 2015), the Children and Families Act 2014 and Hampshire County Council SEN Support documentation.

Objectives of Special Needs Provision

- To create an ethos and educational environment that enables pupils with SEN to have the opportunity to achieve their potential.
- To ensure all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school so that they can make the best possible progress.
- To ensure parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To foster self-confidence and self-esteem in pupils by involving them in their own learning and setting of targets



- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Definition of Special Educational Needs

In this policy SEN will refer to any pupil with a learning need or physical disability. There are now four broad categories of SEN:

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

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Test Valley School we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and that they can join in the activities of the school together with pupils who do not have SEN so far as is reasonably practical.

Test Valley School will have regard to the SEND Code of Practice 2014, revised January 2015 when carrying out its duties toward all pupils with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.



Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Test Valley School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active role in their child's education.

Pupils with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition process.

The role of the SENCo

The SEN Coordinator (SENCo), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCo at Test Valley School include:

- Overseeing the day-to-day operation of the school's SEN policy
- Advising and liaising with fellow teachers
- Managing the team of Learning Support Assistants
- Coordinating provision for pupils with special educational needs
- Tracking individual learner progress over time
- Overseeing the records of all pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Keeping up-to-date with developments and the latest thinking for SEND identification and provision
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support and educational psychology services, Hampshire Youth Support Service, health and social services and voluntary bodies
- Managing exam concessions testing and associated paperwork
- Ensuring that all additional interventions are monitored for their impact
- Liaison with schools on transfer and at transition

The role of the LSA

The LSA role is varied. At Test Valley School the most significant responsibilities of the role include:

- Working with individuals or groups of pupils, assisting in ensuring good progress is made in all subject areas
- Dealing with SEN issues in support of the teacher
- Teaching small groups of pupils for defined activities including literacy support



- Assisting the SENCo with the administration of the Learning Support Department
- Working closely with the class teacher to differentiate lesson materials to allow SEN pupils to access lessons
- Acting as readers/scribes both within the classroom and for examination support

The role of the SEN Governor

The SEN Governor works in collaboration with the SENCO and Senior Team to support and monitor the implementation of the SEN policy and provision across the school. The key responsibilities at Test Valley School include:

- Regular updates and meetings with the SENCO to review the policy and practice in place.
- An annual review with SENCO of progress of pupils with SEN as identified in school.
- Sampling SEN support in place e.g. drop-ins, review meetings.
- Raising awareness of SEN issues with the Governing Body and providing up-to-date information on SEN provision and its effectiveness.

The Range of Provision / Nature of Intervention

The SEN team within the school comprises of a team of SENCo, 6 LSAs and ELSA/Counsellor support.

LSAs are assigned to curriculum areas to support pupil independence. The team aims to work closely with all staff to ensure on-going provision for individual pupils to meet a wide range of special needs, including those of pupils without Education and Health Care Plans. The emphasis is on quality first, differentiated teaching and in-class support. Occasionally, pupils are withdrawn individually for structured, short-term 1:1 intervention that will be recommended in their statements or personalised Provision Profiles.

Many of the pupils needing support will have been identified before admission through links with feeder schools and outside agencies and some may already have an EHC Plan. All pupils are tested on entry in Year 7, using a range of standardised literacy and numeracy tests. Any pupil entering the school with a record of learning difficulty will also be tested.

Pupils operating above their predicted levels of progress are identified to their teachers so that appropriate challenge is planned into lessons.

Pupils undertake a series of CAT tests during the autumn term of Year 7. These scores provide more information on verbal, numerical and perceptual ability.



Following these assessments, a small number of pupils in year 7 who transfer with a low standard in reading or mathematics, will be withdrawn to undertake some catch-up in Literacy or Numeracy. These interventions aim to help pupils to make sufficient progress so that they can access and follow the full national curriculum programmes of study within all lessons. When adequate progress is made (hopefully double ratio gain for example 12 month progress in 6 months) pupils follow a structured reintegration in their mainstream lessons.

The progress of learners is tracked closely. Depending on the need of individual pupil we offer a range of individualised 1:1 interventions including Occupational Therapy based support and handwriting practice. We also have an autism ambassador who offers 1:1 support.

During lunchtimes adequate provision is made for SEN pupils who may want to spend their free time in a structured environment. 'Chill-Out Club' offers pupils the opportunity to play games and meet others. Pupils in the school with autism access this facility daily alongside many other pupils. We have a working partnership with Icknield School in Andover. A group of pupils with severe learning difficulties regularly visit to take part in structured activities organised by a group of pupil volunteers in Year 10.

Exam concessions

A specialist teacher tests for exam concessions when there is evidence to show that the pupil's learning need would give them a disadvantage in their examinations. Pupils proven to require a scribe, reader, extra time, use of a laptop or a separate room will be allocated this help for all exams and controlled assessments, and evidence will be submitted to JCQ following the strict regulations in place

Admissions

Test Valley School believes the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the SEND Code of Practice 2014 (revised January 2015),
"The Equality Act 2010 (updated 2015) prohibits schools from discriminating against children and young people in respect of admissions for a reason related to their disability."

ELSA/Counselling

Counselling is a targeted service, following identification of need by staff, parents or the pupils themselves. Counselling offers a one to one opportunity for pupils to talk about worries or difficulties in a private room and at a regular time. It helps pupils to explore their feelings and/or look at how they might want things to be different, by talking and using a range of activities.



Counselling can address many varied issues and may be about resolving problems, improving relationships, making choices, coping with change, or gaining an insight and understanding about growing as a person. It is carried out by a trained fully qualified counsellor who works within a code of ethics and practice.

One of the LSAs at Test Valley School also offers Art Based Support and ELSA (emotional literacy support) to pupils on a one to one basis. Again, the adult leading the activity is trained and experienced in work of this nature. A daily 'drop in' session is also offered to pupils needing extra support, following a Head of Year referral.

Monitoring Pupil Progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they consult the SENCo to discuss what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. At Test Valley we promote the Assess – Plan – Do – Review process as laid out in the SEND Code of Practice. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is better than that of peers starting from the same attainment baseline.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.

"The effectiveness of the support and its impact on the student's progress should be reviewed regularly, which may lead to changes in the type and level of their support. This review should take into account the student's progress and any changes to the student's own ambitions and aspirations." **Children and Families Act**

The progress of all pupils following intervention programmes is tested regularly. If exceptional progress is made parents are informed and the pupil can better access mainstream lessons with help and support from an appropriate LSA.

When a pupil is identified as having special educational needs, the SEN department staff will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention is described as **SEN Support**.

The Graduated Approach

The triggers for SEN intervention could be concerns, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:



- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents, that a pupil may need further support to help them progress, the pupil's subject teachers and the SENCO will be responsible for working with the pupil and for planning and delivering an individualised programme. The action needed may be:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote extra adult time for planned intervention and to monitor its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

Personalised Provision Plans

Strategies employed to enable the pupil to progress are recorded within a Provision Plan document. These Provision Plans are reviewed every six months and parents are invited into school during the year to complete this process. There are also regular opportunities for parents to meet the SENCo throughout the year, for example at Parents' Consultation evenings. The Provision Plan is reviewed by the SENCo, the LSAs currently working with the pupil and relevant teaching staff. The pupil is invited to contribute to the review process and be involved in setting the targets towards outcomes as follows:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- expected outcomes (e.g. What success looks like)



The plan will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs.

SEND Register

Pupils needing SEN support, and indeed pupils with a statement of SEN are all included on the **SEN register** at school.

Inclusion Partnership Agreement (IPA)

An IPA meeting, and subsequent documentation aims to provide an alternative to some statutory assessments. Its purpose is to be **as** effective as some statements because it will:

- avoid unnecessary assessment and paperwork
- record quality information about the pupil's strengths and needs
- record what arrangements are already in place to help meet those needs
- and what new arrangements might be required
- safeguard the pupil's interests through documentation that is agreed by all those involved

An IPA will allow the pupil's needs to be recorded alongside the arrangements that are being made, without excessive paperwork. The IPA will usually be based on a meeting to discuss the pupil and the outcome is a document tailored to the pupil's needs to be agreed by the parent, school staff, and any other person involved.

At Test Valley School, this collaboration between agencies and health/social care professionals involves termly meetings where expertise can be shared, and progress towards common goals is discussed and measured. Sometimes pupils transfer from primary school with an IPA already in place.

Request for Statutory Education and Health Care Plan

For a very few pupils, the help offered by the school may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an Education and Health Care Plan. With Education and Health Care Plans there is emphasis on:

- Putting the pupil and their family at the centre of the process.
- Recommendations and provisions are outcome focussed.
- There is effective coordination between services.



Where a request for a statutory assessment is made to the LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action.
- Individual Provision Plan for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the pupil's medical history where relevant.
- National Curriculum levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of both the parents and the pupil.
- Involvement of any other professionals.
- Any involvement by the social services or the Early Help team.

When the LA receives a request for a statutory assessment, it must decide whether to carry out such an assessment. An Education and Health Care Plan will include:

- The pupil's name, address and date of birth.
- Details of the pupil's special needs.
- Details of the special educational provision necessary to meet the pupil's special educational needs.
- The type and name of the school where the provision is to be made.
- Relevant non-educational needs of the pupil.
- Information on non-educational provision.

There is still an anticipated 20 week time frame within Hampshire from the request being made, to assessment, to finalising the EHC Plan. EHC Plans consider needs across education, health and social care. They are written with a holistic approach, and are personalised so that pupils can state their preferences and priorities.

All pupils with an EHCP will have short-term targets set for them that have been established after consultation with parents and all the agencies concerned. These targets will be set out in a Provision Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Provision Plan will continue to be the responsibility of the class teacher.

Reviews of Education and Health Care Plans

All EHC plans will be reviewed at least annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the original document.



Record Keeping

The SENCo maintains the pupil's SEN records and ensures appropriate staff have access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils for example 'Acting as Readers and Scribes in Examinations'. All the LSAs are familiar with the Inclusion Development Programme and many have put the ideas learnt into practice with SEN pupils. Part of the SENCo's role in school based INSET is to develop awareness of resources and practical teaching procedures for all teachers to use with SEN pupils.

Resources and Facilities

The Learning Support team is based in a specialist room with easy access to both the school library and an ICT network room. The department is well equipped with computers and many withdrawal lessons involve the use of an interactive whiteboard. A range of support materials, including laptops with text to speech software is available. Specialist sensory equipment used by pupils is managed by the particular LSA working with the pupil concerned.

Links with Other Agencies

The SENCo works in collaboration with many outside agencies, both within and outside school.

The Hampshire Local Offer is an information service from Hampshire County Council. The Local Offer details the SEN services available locally for children and young people with SEN.

Support4SEND provides free impartial information, advice and support to parent carers of children and young people with special educational needs and disabilities (SEND) and to children and young people with SEND throughout Hampshire. It covers the ages of 0 to 25, and offer support for any level of SEND.

www.hants.gov.uk/support4SEND