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Governor approved	9 February 2022	Key person/people	SENCO/HT
Model Policy		Model localised	Yes
Pupil leadership team review		Y / N	N/A

IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES INCLUDING ACCESSIBILITY

GUIDING PRINCIPLES:

All pupils have a right to an education which is appropriate to their needs and abilities as individuals. As far as possible therefore it is our aim to minimise any barriers to learning or specific difficulties that pupils may and do experience. We aim to achieve this by adopting three main principles essential in developing and maintaining a more inclusive curriculum and availability of opportunity.

Definitions

A pupil has special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This policy covers the overarching principles and practice for the school.

THREE PRINCIPLES FOR INCLUSION:

- Setting suitable and challenging learning goals: We aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Responding to pupils' diverse learning needs: We take into consideration different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils: We recognise that many of our pupils will have particular learning and assessment requirements that will create barriers to learning if they are not addressed through special arrangements.

In making provision for pupils with special educational needs our policy objectives are: -

- To ensure that our duties, as set out in special educational needs and disability code of practice: 0-25 years (Departments for Educational and Health - January 2015) are fully met to enable pupils with SEN to join in the normal activities and opportunities provided by the school alongside those pupils who do not have SEN; paying due regard to planning for accessibility and quality of provision.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify and assess individual pupils with additional needs as early as practically possible, taking into consideration information from parents, pupils, previous school, performance data, outside agencies and professionals, referrals and LA advice.
- To use our resources as efficiently and equitably as practically possible when assessing and meeting the additional needs of our pupils.
- To provide a graduated approach in order to match educational provision to pupils' needs.
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children's needs.
- To take into account the ascertainable wishes of the pupils concerned and, where practicable, directly involve them in decision making in order to provide for them more effectively.
- To ensure (on our part) that we strive for effective collaboration within the framework of Hampshire's SEN Local Offer with LA services, health services and Children's Services in order to ensure effective action on behalf of pupils with SEN or other identified needs.
- To ensure that all colleagues are aware of their responsibilities towards pupils with SEN and where possible exercise them.
- To monitor our effectiveness in achieving these objectives.

ROLES AND RESPONSIBILITIES:

In attempting to achieve the above objectives, the Governing Body of Test Valley School, the Headteacher, the SENCO and colleagues/interested parties will take all reasonable steps within the limit of the resources available (and where applicable and practicable) to fulfil the requirements outlined in this policy document.

- Governors will fulfil their statutory duties towards pupils with SEN as prescribed in the code of practice named on page 1. In order to fulfil this, they will develop and monitor the school's SEN Information Report (on the website), SEN policy and ensure that provision is an integral part of the School Improvement Plan. The governors taking the lead for SEN, will be knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed. The governors (taking advice from the SENCO) will monitor the quality of SEN provision.
- The Headteacher has overall responsibility for the day to day management of provision (whether it be through intervention or in-class teaching). The Headteacher will work closely with the school's SENCO and will keep the governing body fully informed about

the working of this policy, taking into account the requirements listed by OFSTED as laid out in the Handbook for the Inspection of Schools. All colleagues will participate in training (where reasonably practicable) to help them to meet the objectives of this policy.

- The Special Educational Needs Co-ordinator (SENCO) will be responsible for the day to day practical operation of this policy. This will include:
 - co-ordinating provision for pupils with SEN by working closely with colleagues, parents/carers and other agencies;
 - providing related professional guidance to colleagues with the aim of securing high quality teaching;
 - monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum and faculty co-ordinators to ensure learning for all children is given equal priority;
 - ensuring that proper records are kept; contributing to the in-service training/provision of information to colleagues; using available resources to maximum effect.
 - Where the LA have concluded that that a pupil requires an Education Healthcare Plan, the SENCO (on provision of said requirements) shall ensure that colleagues responsible for teaching the pupil are fully aware of his/her SEN.
 - The SENCO should be afforded time and resourcing to enable the execution of these duties as laid down in the SEN Code of Practice. Further details of the role should be referred to in the SENCO job description should they be required.
- All colleagues should be fully aware of the existence and contents of this policy. Appropriate professional learning will be given where deemed necessary and appropriate.

ADMISSIONS:

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused permission solely on the grounds that they have SEN except where a pupil is the subject of an Education Healthcare Plan under section 324(1) of the Education Act 1996 and the LA has indicated (in section 3 of the statement) that the provision required is incompatible with that available at Test Valley School.

Where a pupil due for admission is known to have additional needs, the SENCO will gather appropriate information from any school or pre school the pupil has been attending, from parents and from other agencies (where known to be) involved and ensure attendance of the pupil's final annual reviews and transition agreement in Year 6 or from pre school to ensure effective transition.

RESOURCES:

When the Governing Body approves the school's budget, consideration will be afforded to the resources allocated to meeting additional needs. Consideration will also be given to any funds allocated by the LA in respect of pupils who are the subject of Statements (see below). The Headteacher will manage the allocated funds and will ensure that the best use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below and by ensuring that, wherever possible, pupils are appropriately grouped to optimise the use of colleagues' time and equipment.

STAGES OF ASSESSMENT AND PROVISION:

Access to the school's broad and balanced curriculum is achieved for most pupils through differentiation of classwork by teachers, intervention programmes and in some cases, Teaching Assistants. It is the responsibility of the teacher to ensure that work is adapted to the needs and the ability of the pupil in the first instance. When teachers find, that despite their planning, a pupil is consistently failing to achieve learning objectives and outcomes, the following procedures will be adopted.

FIRST STEPS OF ADDITIONAL SUPPORT IN SCHOOL:

The SENCO and all other colleagues will work according to the Graduated Approach: a four part cycle through which earlier decisions and actions are revisited, refined and revised, the Assess, Plan, Do, Review Cycle.

Identification

Assessment is a continuing process that can identify pupils who may have SEN. The SENCO will facilitate the collection of all available information about the pupil such as;

- Baseline & diagnostic testing – eg spelling, reading, numeracy
 - Evidence from teacher/colleagues observation & assessment
 - Their performance against age related expectations at the end of a key stage
 - Standardised screening or assessment.
 - Information provided by parents
 - Reports from outside agencies
1. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;
 - Make little or no progress.
 - Shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment.
 - Has persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school, including the input of the school's Pastoral Team or ELSA involvement.
 - Has sensory or physical problems which continue despite the provision of specialist equipment.
 - Has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum, including group and paired work.
 2. When a subject or class teacher, member of the Pastoral Team or SENCO identifies a pupil with special educational needs they will plan and provide interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The pupil's name will be added to the school's SEN register.

3. The parents/carers of the pupil will be consulted by appropriate staff, and the views of the pupil sought. (This may be a Year Leader, SENCO, Tutor, member of SLT.)
4. All information about the pupil from within the school, together with any additional information from the parents will be considered where appropriate.
5. The SENCO will instigate further assessment of the pupil as appropriate and, in consultation with parents, may enlist the use of outside agencies/specialists where applicable and appropriate to enhance or inform upon the provision being made.
6. The SENCO will take the lead in planning future support for the pupil, considering the outcomes for the pupil and monitoring and reviewing action taken.
7. All colleagues will be involved in providing further support to pupils as part of their general teaching/welfare duties.
8. The SENCO will co-ordinate relevant plans where appropriate and set targets in discussion with appropriate colleagues and parents. Plans may take the form of:
 - pupil plans
 - individual behaviour management plans
 - transition agreement plans
 - action plans
 - KS4 access arrangements plan
9. Plans should be available to teachers and support colleagues who work with the pupil. Parents and teachers will be involved in a joint learning approach at home and in school.
10. Whenever possible the pupil will be involved in the review process and should be involved in the setting of further targets.
11. The pupil's subject or class teacher will be responsible for working with the pupil, ensuring that they are planning effectively for the progression and participation of the pupil. They should highlight and record ways in which differentiation has been delivered and considered. Subject or class teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas and lessons.
12. Parents' evenings are an opportunity to discuss the effectiveness of the provision in place. Other meetings are arranged and held throughout the year between parents and key school colleagues to review progress towards outcomes and to set targets as necessary.
13. The impact of the provision and interventions will be closely evaluated and reviewed against agreed outcomes. Amendments will be made in the light of this, and if necessary further assessment and consultation carried out. A request for additional advice from outside agencies may be initiated at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching and Pastoral Team, parents/carers and pupils.
14. Where a pupil is identified as being at risk of disaffection or exclusion the Year Leader will liaise with the Headteacher and SENCO (who will liaise with the Local Authority) in order to plan for their provision.

15. Where a pupil has an Education Health Care plan, that plan will be reviewed at least every twelve months.

Where progress is satisfactory and the pupil is consistently achieving targets over time, a decision may be made to revert back to the earlier stage of support and removed from the SEN register.

SECOND STEP OF SUPPORT IN SCHOOL, PRIOR TO REFERRING FOR AN ASSESSMENT TO AN EDUCATION HEALTHCARE PLAN:

Consideration of further provision: when at least one full cycle of the Graduated Response has completed, and the pupil has not made sufficient progress towards outcomes so that a higher level of provision is deemed necessary.

The triggers for intervention at a Special Educational Needs Support Agreement level or application for an EHC plan could be that despite receiving a differentiated and individualised programme, and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum benchmarks/expected levels of progress substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has social, emotional or mental health difficulties which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme.
- Has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency.
- Has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning

The SENCO will take responsibility for the following arrangements;

1. Involving external support services, both those provided by the LA and/or other outside agencies, who will advise on a range of provision and strategies.
2. Specialist Assessment arrangements may need to be made and the Educational Psychology Service involved at this time.
3. The SENCO, subject specialists, Pastoral Team and Year Leaders in conjunction with external agencies, will consider a range of different approaches and appropriate equipment/teaching materials, including the use of information technology.
4. New strategies will be set out in a relevant plan and communicated to all interested parties. This will be done through our weekly Team Around the Child meetings (TAC).
5. The strategies set out will, as far as possible, be implemented in the normal classroom setting and the delivery of the strategies will be the responsibility of the subject teachers.
6. Arrangements for monitoring progress will be agreed with those who are teaching the pupil.
7. The SENCO will keep pupils' records updated, ensuring that all appropriate and applicable communications with concerned parties are recorded, and where appropriate instigate any further actions/strategies advised.

8. The decision by the school to request a statutory assessment from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the school's best endeavours to make appropriate provision from within the resources available. The decision will be reached in conjunction with parents and outside agencies.
9. The SENCO will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements. The pupil and parent will be fully involved in this process.

SCHOOL REQUEST FOR ASSESSMENT FOR AN EDUCATION HEALTHCARE PLAN:

The SENCO usually in conjunction with supporting evidence from specialist agencies, will again take the leading role and will provide the LA with all the necessary information where possible and available, for them to decide whether a request for an Education Healthcare Plan Assessment should be initiated.

Where possible, the SENCO will gather all evidence available to him/her in the production of the LA pro-forma for Education Healthcare Plan Assessment.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role should be to continue to meet the needs whilst assessment is underway to the best of its ability and within the parameters of what is reasonable with current resources and impact upon the efficient education of all pupils.

If the LA decides not to issue an Education Healthcare Plan Assessment, then the pupil will continue to receive support to meet their additional needs as deemed necessary through the Graduated Response process. If appeal procedures are invoked, the pupil will continue to receive support likewise.

EDUCATION HEALTHCARE PLAN:

If the LA decide to issue an Education Healthcare Plan Assessment, then the school's role is as follows;

1. The Headteacher/SENCO will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupil's SEN.
2. Strategies to meet the needs of the pupil will be set out in the EHCP, other plans and on the Additional Needs Register. A pupil is receiving SEN support at school when the provision is additional to or different from the normal school differentiated curriculum.
3. Progress will be formally reviewed at least once a year. The SENCO will inform all interested/invited parties at least two weeks prior to the annual review.
4. The SENCO will gather all information available to him in order complete the annual review pro-forma (as set out by the LA) prior to the meeting.
5. The annual review forms and any additional strategies or changes will be distributed to the LEA, parents/carers, outside agencies and any other interested parties.

6. In Years 9, 10 and 11, the review process will include provision for careers information and the completion of a transition plan. It is usual for the Information, Advice and Guidance colleague to attend these reviews in order for all options regarding continuing education, carers and occupational training to be considered. The transition plan will be reviewed each year until the pupil leaves school.
7. The LA will consider the annual review outcomes and findings and decide whether the provision continues to be appropriate or if change or cessation is required.
8. An early annual review may be called:
 - When it is deemed that the EHC plan is no longer meeting the child or young person's needs, or that the child or young person's education, health or social care needs have changed and are no longer accurately described in the EHC plan; or
 - If the child or young person has been excluded from school or is considered to be at risk of exclusion, this would also be a good reason to ask for an early review.

INCLUSION:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with additional needs to be an integral part of the school community and to participate and access equal opportunities.

Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other pupils, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn from activities and lessons (such as MFL) when:

1. The pupil would benefit from intervention and withdrawal in order to further their ability to achieve in literacy or numeracy in a cross-curricular capacity.
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has to be arranged.
3. The child's behaviour compromises their safety or that of other children in which case an alternative and appropriate activity will be provided.

None of the above will compromise the general principle that all pupils will be able to participate in a broad and balanced curriculum, including the National Curriculum.

ACCESSIBILITY

Our site is monitored carefully by our SENCO, the Business Manager and the Site Manager to ensure it is accessible for visually impaired pupils and that the ground floors of all blocks can be accessed safely by those in wheelchairs or on crutches. Our Welfare Officer writes Medical Care Plans and risk assessments for anyone with long term or temporary physical needs impairing their access to the environment and/or education to ensure safety on our site and liaises with other colleagues in these respects.

The school site does have stairs in the main School building, the ROSLA building and the Humanities/DT building and no lift access.

Our car parks have parking bays for disabled badge holders clearly marked.

We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, and the Hearing and Visually Impaired specialists who assist us with making our site, curriculum and all opportunities in school as accessible to all as possible.

Accessibility Plan

The accessibility action plan for Test Valley School is integral to school the site and facilities development planning.

The plans include how we:

- Increase access to the curriculum for disabled pupils. This encompasses teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits). It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; the Business Manager monitors accessible access within school site in close liaison with SENCO and external agencies.
- Make written information more accessible to disabled pupils by providing information in a range of different ways; examples might include hand-outs, timetables, textbooks and information about the school and school events.

INVOLVING PARENTS AND CARERS:

The views of parents/carers will be sought at all stages of assessment and provision where appropriate. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child should be copied and filed.

Colleagues will work together with the parents, encouraging them to work with the school in supporting their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents and carers will feel able to ask about our provision and express their concerns to us.

LEAVING SCHOOL:

When a pupil leaves Test Valley School, the SENCO will forward relevant information about the pupil's needs and the efforts we have made to meet them. We maintain positive links with the colleges who receive our pupils. This is particularly so in respect of pupils with SEN. The school will comply with the LA requirement to retain the school record of all pupils with an Education Healthcare Plan for 21 years.

Linked documents:

SEN Information Report

Hampshire's SEN Local Offer (see website)

Special Educational Needs & Disability Code of Practice: 0-25 years
(Departments for Education and Health – January 2015)