



# **Durrington High School SEN/D** **Policy**

## **Introduction**

The objectives of this policy are:

- To outline the provision available to support students with Special Educational Needs (SEN) and/or a physical disability (D) at Durrington High school
- To outline the means by which the school ensures that students with Special Educational Needs have access to a broad and balanced curriculum and therefore go “beyond their best”.
- To outline the school procedures for identifying, assessing and supporting students with SEN/D needs as they join, progress through and then move on from the school into further employment, education or training.

## **Mission Statement**

Durrington High School is a “learning community committed to personal best”. The Special Educational Needs (SEN) department, in collaboration with the whole school, seeks to encourage and empower all students to become independent learners who continually aspire to do this.

The SEN/D policy is formed around the guiding principles of:

- Identifying, assessing and providing, as far as is reasonably possible, a learning environment whereby needs of the students with SEN(D) are met. In the case of statemented students/students with an Education, Health and Care Plan (EHCP), provision will be based on the specific needs/difficulties of the student as derived from the most current statement/EHCP, review information and in conjunction with the school’s live tracking/assessment data from within school.
- Setting individual targets for all SEN(D) students (which are challenging but achievable) in order to support their progress, achievement and personal development within school and on into post-16 provision. Targets may be in areas such as social, emotional, behavioural as well as academic.
- Regularly reviewing the progress of individual students with SEN/D towards their targets and adapting where necessary the support in place for “stuck” students to ensure further progress.
- Creating and maintain effective working partnerships between the student, parent/carers, school staff and where appropriate outside professionals/agencies.

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- Using and regularly reviewing the specialist team of SEN/D staff, SEN/D support systems, SEN/D curricular provision, the two SEN/D support areas and outside professionals in the most effective, learning focused and time efficient way.

## **1. The arrangements and provision of SEN(D) support at Durrington High School**

The student support team is line managed by a Deputy Headteacher and split into a number of defined strands.

SEN(D) Learning (communication & interaction, cognition & learning and sensory and/or physical) is led by the SENCO (Carole Marsh) based in the Motivation Unit. The SENCO is responsible for provision for students in this area, testing and special access arrangements to exams and the school-wide SEN register.

SEN social, mental and emotional health is led by the DHT, devolved to the six company teams (company leader, deputy director and pastoral manager) on a day-to-day basis and also provided for within the Learning Support Unit run by Mark Morley (Inclusion Manager). Specialist teaching assistants (academic and behavioural) and a learning mentor work to support the provision in each unit/for each student. The provision provided by these staff may take a range of forms from 1:1 to small group to wider class support in specific lessons.

In the case of students who are physically disabled (D) the school will allocate, in each individual case a named member of staff to lead/coordinate the support. The coordination of provision for individual students is likely to include access arrangements, timetable adjustments and any other adaptations that are reasonable.

### **a. Admission arrangements for pupils with SEN(D) who do not have a statement**

Durrington High School is its own admissions authority and as such controls its own in year admissions for students in years 8-10 (7-10 from September 2015). All year 11 admissions are coordinated through the vulnerable and challenging panel operated by WSCC.

Any student, including those with special educational needs is welcome to apply to the school for a place (see the admissions section of the website for details of the process and relevant forms). When a completed application is received, the school, based on the information provided, criteria met by the student and information gained from previous schools will make judgement as to whether or not the student needs to go through the WSCC Vulnerable & Challenging panel for admission (in the case of complex special needs students who don't have a statement) or if we can/can't offer a place directly.

Once a place is accepted students with SEN(D) are offered the opportunity to take part in a series of familiarisation/transition activities. Some of these are open to all students and others (*italic*) form the basis of supporting students with SEN(D) in their transition. Where necessary, additional support will be arranged in accordance with a student's personal needs:

- Whole day visit (summer term of year 7 (year 6 from summer 2015 onwards) prior to transfer only
- Evening visit with parents/carers to meet the form tutor
- *SEN(D) personalised information/familiarisation visit(s) by one of the SEN team/company team to middle schools*

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- *Additional visits as necessary to witness lesson transfers, see the school at normal working time, familiarise themselves with school layout, meet key staff (form tutors, pastoral managers, teaching assistants, SENCO etc.)*

## **b. Additional/adapted facilities for students with SEN/D**

A wide range of additional and flexible facilities are available and used to reasonably meet the needs of individual SEN/D students. Examples of these are:

- A lift to the upper floors
- Ramps as alternative to stairs
- A hearing loop in the Reception area
- Improvement in clarity of signs
- Additional IT equipment and software to support learning
- Accessible height large push buttons to allow access through specific doorways.
- Adaptations to uniform as and when is necessary to ensure SEN(D) students meet the school-wide expectations.

The learning needs of SEN/D students are met through the curriculum on offer, support groups and through the implementation of specific national strategies (where appropriate) into the relevant curriculum areas e.g. literacy and numeracy support groups at KS3.

## **2. The Identification, Assessment of and Provision for students with SEN**

### **a. Identification**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Special educational needs and disability Code of practice: 0 to 25 years, July 2014. A range of evidence is collected through school assessments and monitoring: if this suggests that the learner is not making the expected progress, the company team will take the initial lead on support and where necessary refer onto the SENCO or DHT for additional support or to access specialist advice/input via external agencies/professionals (see 2b below).

When students join the school, a range of base-lining tools and transitional information is collected and analysed to identify/confirm the needs of individual students. This information includes CAT test scores and reading assessments both conducted early in the autumn term of year 8.

### **b. Assessment**

The school recognises that the assessment of SEN/D needs is complex and specific to the individual. A range of SEN(D) needs can be assessed for within school (for example Dyslexia). However, in the majority of cases, external support (accessed directly by the school or where this is not available with the school supporting the parent/carer) is requested. In the latter case the school is able to provide a supporting statement with evidence of specific concerns to aid the parent/carer.

If it is evidenced that, despite all intervention work by the school, parent and outside agencies there remains a serious concern, the school will consider (in conjunction with stakeholders)

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requesting the local authority to conduct an assessment of education, health and care needs and prepare an EHCP. This will be coordinated by the SENCO.

### **c. Provision/resources**

Resources to support students with SEN/D are deployed on a progressive scale taking into account

- The severity of the need (Statemented or EHCP students taking priority over all other students)
- The urgency of the need
- The resources available and on what timescale (both within school and outside)
- Any specific advice from outside specialists (particularly in the case of students with diagnosed medical needs)
- Capacity of the current unit-based/small group provision within school and the impact of possible changes on the learning of other students/classes.

(The above are not in priority/sequential order)

The school is proactive in working with all stakeholders to be as clear as possible about the nature of a student's SEN/D and to put in place appropriate support. Reviews of support are undertaken regularly using a range of information (likely to include attendance/progress data, feedback from staff and reports/information provided from any external professionals/agencies that are involved). The provision is likely to change in response to the progress being made by the individual student as we seek to enable all learners to become more independent and less reliant on support. Where a student is Statemented or has an EHCP any changes are likely to occur as part of the annual review process.

### **ci. Provision – external examination access**

Special arrangements for tests and examinations: Identified students are assessed and tested for possible examination access arrangements. These might include:

1. Extra time
2. Use of a scribe and/or reader
3. Rest breaks
4. Prompting
5. Enlarged text
6. Use of a laptop
7. Seating away from the main body of students.

### **d. Students with long term medical needs**

Where a student has a diagnosed medical condition relating to physical or mental health, the school will require this to be confirmed in writing by a clinician at consultant level\*. The school will then seek advice from the consultant\* in order to understand what changes/adaptations are best in their professional opinion (and practicably possible) to enable the student to access the best possible education/make the best possible progress.

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In exceptional circumstances adaptations could include the reduction in a student's timetable, narrowing of subjects studied or referral for alternative provision support.

Decisions about external examination access arrangements are made by the exam board. The school provides information (which could include letters from medical professionals) upon which the exam board will make their own decision and then inform the school.

#### **e. SEN(D) students and the curriculum**

The school seeks to be as inclusive as possible in ensuring SEN/D students have full access to the curriculum and other activities available to students as part of school life at both KS3 and KS4. Where there is a defined need (see section d above), adaptations/special provision may be offered (where it is defined as reasonable to make this provision) to support progress/access to specific areas/events. In the case of (D) students, adaptations deemed as necessary (in discussion and agreement of all stakeholders) will be implemented.

#### **f. SEN(D) and the governing body**

The governing body uses a range of data and information to review and evaluate the provision the school offers for students with SEN/D. Included within this is information on behaviour, exam performance, attendance and reports/presentations from staff.

Questions in relation to SEN/D students should be firstly addressed to the SENCO (Communication, interaction, cognition, learning, physical & sensory needs) or in the case of behaviour, complex emotional, possible mental health needs through the student's company leader.

If either the SENCO or company leader are unable to resolve the questions/issue, the next step is to contact the Deputy Headteacher and, following this, if issues or a complaint arises this should follow the normal school's complaints procedures.

### **3. School SEN staffing policy and partnership with other organisations**

#### **a. In service training**

Relevant staff and leaders have access to regular CPD in relation to SEN (D) and, through working with local professionals, continue to develop their skills and reshape the provision for students within school. Additionally, staff have on-going access to a range of current published material and advice from other professionals to support good SEN practice in the classroom

#### **b. Working with stakeholders & external services**

It is the view of the school that the more effectively the team around the child (parents/carers, designated school staff, external professionals and the student themselves) works together, the better the progression and outcomes for that student will be.

The school has links to/with a range of external services through WSCC and additionally provision from some specialists within school to assist in planning provision and meeting the needs of individual students.

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Additionally, the school supports SEN (D) students into post-16 education through a range of careers advice and additionally the provision of a range of vocational college based-learning opportunities which can be chosen through the options choices in year 9.

The school reserves the right, in relation to a student's education, to make changes to the pattern of support/intensity of support in order to achieve the best possible outcomes for the students.

We will work closely with stakeholders to ensure they are fully aware of any changes and the reasons behind these and when/how we will evaluate the impact of changes.

**External documentation relevant to this policy:**

- **Special educational needs and disability code of practice: 0 to 25 years. July 2014**
- **Education act 2002**
- **Equality Act 2010**
- **Education act 1998**

**Updated May 2018**