



## **Durrington High School SEN(D) Policy (inc. SEN report)**

### **1. Aims of this policy**

The trust, local governing body, head teacher, leadership team and staff of Durrington High School recognise that, for students who have identified Special Educational Needs and/or Disabilities SEN(D) to achieve their full potential, there is a need for them to feel safe, supported, included but also challenged to achieve the very best they can in their learning.

This policy sets out how we will achieve the above within the contextual setting of Durrington High School, a mainstream 11-16 academy.

This SEN(D) policy sets out

- school goals in relation to promoting equity of access & opportunity (for all students with identified SEN(D) needs) to mainstream education so they feel safe, confident and make the best possible progress alongside their non SEN(D) peers.
- how the school will work with stakeholders (Parents/carers, external professionals and the student themselves) with best endeavours in mind to ensure that individual student's that SENs(D) are best provided for.
- how students (who potentially have an unidentified Special Educational Need) will be identified and assessed.
- how the school will use the principle of a graduated approach to support individual student's needs and/or disabilities (this including graduated escalation for advice/guidance/support and assessment from more specialist professionals)
- how the school will work with parents/carers and the individual to capture their views in different contexts (for example in transition, during planning, doing and reviewing, and as part of annual and emergency reviews)
- how and when the school will evaluate the impact of SEN(D) provision and report to stakeholders
- how the school will utilise statutory and other non-statutory guidance to continually improve the quality and impact of the SEN(D) specific support provision we are able to offer.

## **2 Key Definitions**

### **Special Educational Needs**

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

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

### **A disability is defined as**

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

Whilst there is an overlap between special educational needs and disabilities it is important to be aware that:

- not all students with a SEN have a disability, **and**
- not all students with a disability have a SEN.

### **SENAT are**

the Special Educational Needs Advisory Team from West Sussex County Council. They, on behalf of the Local Authority, lead on the county's statutory provision and support for young people with SEN(D) within West Sussex with a particular focus on children/young people who have, or are going through the assessment process to obtain an EHCP.

### **Stakeholders are defined as**

any persons outside of the school (professionals or otherwise) who have in some way a role in supporting the student identified as having (or in the process of being assessed for) SEN(D) needs. Stakeholders include parents/carers and the student themselves.

### **Parental/student voice**

This describes the personal views, opinions and feelings that parents/carers (and students separately) may have in relation to any aspect of their education and/or provision. It is important that these views are openly expressed and captured. Viewpoints are important to us as part of our collaborative working with parents/carers and students but in isolation are unlikely to dictate changes in provision. This unless there is an evidential basis for change (as established by professionals) within the school setting.

### **3. Areas with Special Educational Need (SEN)**

Students who are covered by this policy will have an identified need or disability that falls into at least one of the categories outlined below.

**a) Communication and interaction**

*(for example a student may have difficulties with their speech and/or comprehension of language)*

**b) Cognition and learning**

*(for example where student's learn at a slower pace than their peers even with appropriate support and differentiation)*

**c) Social, Emotional and Mental health difficulties**

*(where a student may display atypical behaviours linked to one or more of the above terms)*

**d) Physical and sensory**

*(for example a visual/auditory impairment or physical paralysis)*

A disability may also fall within one or more of these categories (see section 2 for definition of a disability)

### **4. Identification of SEN(D)**

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Indicators that a student may have an Special Educational Need could are likely to include\*

- the student's progress in lessons is significantly slower than that of their peers starting from the same baseline
- there is no progress being made by the student (compared to their prior attainment or that of other similar age/stage students). This is sometimes referred to as the attainment gap growing or failing to be closed.

School staff, in any case where it is suspected that a student could potentially have a special educational need (see categories of need in section 3) are able to access a range of assessment "indicator" tools to help initially indicate if there is clear evidence that a need exists.

The "question" of need may be raised by any adult who knows the student well/works with the student. This may include:

- a teacher and/or support member of staff
- parent/carer
- an outside professional who knows/works with the student

We are keen to work with parents/carers/students capturing their views and opinions in relation to the difficulties/challenges the student may be experiencing.

More formal diagnoses (for example of a mental health condition, sensory impairment or communication /interaction need) are made by community-based professionals/teams. School staff may contribute to this and/or provide examples to support assessment.

Depending on the potential area of need (and subject to capacity/priorities) the school may choose to deploy contracted professional service time towards the assessment/case review of specific student's and their needs to assist in the assessment of needs and/or planning phase of the support for the individual student.

Identification of a Special Educational Need and/or disability is not always a binary decision. A multitude of other factors including an individual's\*

- prior life experience (e.g exposure to Adverse Childhood Experiences)
- attendance and punctuality to school and/or lessons
- EAL (English as an Additional Language) status
- health and welfare needs (including current health needs including mental health)
- behaviour
- position in relation to Free School Meals (Current or historical)
- position in relation to being a Child Looked After (or previously looked after)

may play a part in influencing (at a particular point or in an ongoing way) student's presentation both in school and at home. Atypical presentation is not necessarily an indicator of an SEN(D)

It is the responsibility and remit of professionals only to assess whether or not a student has a SEN(D). To help reach a judgement it is often the case that parents/carers and the individual themselves are likely to contribute to any assessment undertaken.

### **The school SEN(D) register**

Where a student is identified as having a diagnosed SEN they will be added to the school's SEN(D) register. The register ensures

- a) The specific needs of the student are known and planned for by the school
- b) The student's provision and impact of support that is put in place is tracked in a timely way (normally at key points termly)

It is often the case that students on the SEN register have an individualised support plan. These plans are based on the graduated Assess, Plan, Do, Review framework and are likely to include aspects such as\*

- the assessed/diagnosed difficulties faced (and/or resultant behaviours that occur as a possible result of these difficulties)
- the specific plan for support for the individual student (in a range of student-orientated ways)
- the plan set up and planned review date.

If it is evidenced or judged at a point of review that a student is making progress within the age expected range it is likely that the student will be removed from the school's SEN register.

The SEN(D) register is coordinated by a Deputy SENCO for the school.

## **SEN(D) and exams access**

A student being registered on the SEN(D) register does automatically entitle them to specialist exam support/provision.

Exam access arrangements are a specialist area and managed jointly by the SENCO and the school Exams Officer. These are assessed on a case-by-case basis.

As a general rule, formal access arrangements are required to be assessed within a two year window prior to the student taking external GCSE exams.

## **Special Educational Needs vs Persistent Disruptive and/or withdrawn behaviours**

Persistent disruptive or withdrawn (more introverted) behaviours do not necessarily mean that a student has a special educational need. Where there are escalating behavioural concerns, experienced staff will consider (based on the information we have and, as considered necessary, any further assessments we consider appropriate) if there are underlying special educational needs (as defined in section 3).

If it is thought external factors such as\* housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. School staff will be candid where there is the potential, in their professional view, from the information we have, that factors outside of school have the potential to be significant and negative factors that contribute to a student's poor behaviour.

It remains the lead responsibility of parents/carers and/or externally linked professionals in more specialised roles, to act (and where necessary lead plans and support) in a timely way, to intervene. School staff (within what is judged by the school to be reasonable) will be happy to contribute to support (examples\* may be attending meetings, contributing to assessments, attending initial consultations)

Schools are expected to have clear processes in place to manage disruptive behaviour so it does not adversely affect other pupils. More information in relation to this can be found in the Behaviour Policy.

## **5. Requests for Education Health Care Needs Assessments (EHCNAs)**

Where a parent/carer (or any other linked professional) believes a student may need an EHCNA assessment we politely ask that before any formal request is made the concerned individual contacts the SENCO to discuss the concerns they have. This being prior to initiating any formal request. School staff are uniquely positioned to provide professional advice to parents/carers relating to EHCNAs.

## **6. Transition support**

The school recognises that any transition process has the potential to be a more difficult and/or anxious time for students with SEN(D) and their parents/carers. To reduce anxieties and ensure the process is as smooth as possible (principally year 6-7) and onwards from Durrington (principally year 11-12) transition is managed and supported (on a case by case basis) by a team of specialist staff.

As in other areas of our approach to SEN we use a graduated support model to support transition.

### **Transition for all**

Upon transition a range of general transition activities are undertaken by all students. Where deemed useful necessary (for predetermined targeted groups of students specialist staff.

### **Year 6-7 transition (students with an identified SEN(D) but no current EHCP)**

Provision is in place (and regularly reviewed) to ensure the process of transition as well organised and supportive as possible. Additional support for students who have a Special Educational Need or Disability include\*

- direct contact with the SEN team
- 1:1 personalised visit(s) as deemed necessary and useful by DHS staff
- pre-visit/transition meetings (professionals and with parents/carers/the student)
- reading of school-based reports/SEN information
- meet and greet with key staff (future form tutor/company team/SEN staff)
- pre-transfer specialist support booklet inc. pen portraits
- phone calls

### **Year 6-7 transition (students with an existing EHCP)**

When, following a governors' consultation, the governors of Durrington judge that we will be able to meet the needs of a student with an existing EHCP (and we are the named placement school) a range of transition support and/or activities will take place. These may include the activities as listed above and in addition

- attendance at any pre-transition annual or emergency review meetings
- reading of specialist reports/information (e.g. diagnosis reports from EPs/Clinicians)
- direct contact (with permission) to speak to professionals who know the student better than we do
- 1:1 TA or HLTA induction time/sessions
- 1:1 Deputy SENCO induction time/sessions

### **Initial EHCP annual (or emergency) review meetings post-transition**

It is normal working practice for the SEN team (on behalf of the school) to request EHCPs be updated (in full or have a dated appendix added) following both annual and/or emergency review meetings.

This is to ensure that in the new school setting, the framework and listing of needs as written in the EHCP remains up-to-date and accurate. Any update is likely to include\*

- the current progress of the student (in any context and benchmarked against their prior attainment or peers)
- any specific changes in need that have been identified (more or less needs are evidence or, due to progress being made, there is less support required via the EHCP)

## **Durrington High School (part of Durrington Multi Academy Trust)**

\*indicates lists are not exhaustive rather exemplars given to aid understanding in relation to the point being made

- where the school judge less (or more) support is required within school/lessons/social times

is reflected honestly and accurately.

Whilst all parties (including the student) have shared ownership over the review process it is expected that the feedback from specialist school staff in relation to the individual student's

- progress in school (academic and in all other previously identified target areas)
- presentation of needs within the school setting

will be recorded. In addition to this the changes the school intend to enact (in response to the feedback above) will also be recorded. Both parent/carer and student voice are important parts of the review process however we aim to make reviews as evidence based as possible. Evidence will primarily come from school staff/tracking data as this is the primary setting the EHCP support is focussed within.

### **Transition onwards from Durrington High School**

The school will actively support any movement (whether school-to-school transfer or movement to post 16 provision) of a student identified as having a diagnosed SEN and/or EHCP.

We will share information as appropriate to ensure that the process of transition is as well supported for the student as possible.

### **6. Inclusion**

Inclusion is defined as the reasonable adaptations<sup>^</sup> that are made within the school to enable all SEN(D) students to be valued, treated as equitably as possible and provided with equal access to learning alongside their non SEN(D) peers.

<sup>^</sup>reasonable being a relative concept that is specific to the situation of the student/school at any given time/point

The school will approach inclusion with a best endeavours principle to include students with SEN(D). These include\*consideration of

- the balancing of the rights of the individual student to be included vs the responsibilities placed on school to provide the best possible education for other/all students
- the commissioning and sustainability of any provision requested (in terms of staffing, timetabling, intervention, costing and positive impact) vs the wider school priorities in each of these areas.

The exact nature of interventions/adaptations/provision put in place will be dependent on individual student circumstances (and will be graduated).

Interventions/adaptations/provision put in place may include\*

- student specific Individual Support Plans (ISPs)
- 1:1 work with specialist staff
- adapted timetables (short or longer term)
- coloured overlays

## **Durrington High School (part of Durrington Multi Academy Trust)**

\*indicates lists are not exhaustive rather exemplars given to aid understanding in relation to the point being made

- use of alpha smart devices

a guiding principle used is that any intervention/adaptation/provision should not make the student feel different/isolated or segregated in a likely negative way from their peers. It should also be the minimum input needed to address the specific need/barrier to learning.

It can never be considered reasonable<sup>^</sup> for the needs of an individual student to negatively impact on the safety/wellbeing and/or learning of their non SEN(D) peers; whether this is sustained or extreme in the short term. We expect all students (including those with SEN who may require additional reminders/support) to meet basic school expectations.

In (the likely to be) rare circumstances, where an ongoing or extreme negative impact is established, and provision not reducing next steps (or there is no intervention that the school feels would safely mitigate risk to an acceptable level) action may be taken in a proportionate way to achieve a legitimate aim.

### **Information specific to the inclusion of disabled students**

Further to section 6 the school recognises its responsibilities in relation to students with a disability as covered in the Equalities act of 2010. We will make reasonable<sup>^</sup> adjustments (for example the provision of auxiliary aids) to prevent disabled children from being put at a substantial disadvantage.

The school recognises the value in maintaining positive relations and thus, as part of our core business, will take action to protect disabled students. This will include taking clear action if direct discrimination; indirect discrimination; harassment and/or victimisation occur.

### **7. Provision**

All staff, as part of their day-to-day work (and school's appraisal process) are expected to prioritise the needs of more vulnerable groups of learners to aid their progress. SEN(D) students are a specific group of students for whom we seek to advance outcomes for. We are committed to each and every student "going beyond their best" and achieving their full potential in their time with us at Durrington (this within the context of our mainstream secondary status).

The exact provision map/plan put in place for individual students will be created in line with the graduated approach. Guiding principles that will be considered in plan/provision creation will include\*

- the specifically identified needs of the student (and whether currently these are presenting as any form of barrier to learning/access to education)
- Whether or not there is current availability within the provision within school
- The impact of allocating provision on other students
- The suitability of the provision to meet the specific needs (academic and support) of the student requiring support
- The expertise of the staff leading the provision

Parents/carers (and other involved professionals) are invited to make their views known in relation to what additional provision (if any) they feel is required to support specific students and their identified needs. The final decision will be made by key staff (see Appendix 2) within school.

## **Durrington High School (part of Durrington Multi Academy Trust)**

\*indicates lists are not exhaustive rather exemplars given to aid understanding in relation to the point being made



Examples of graduated provision we may decide to put in place include\*

- **Class teachers** implementing key individual-support strategies for the identified student as part of their normal practice within lessons. This is sometimes referred to as differentiation and/or scaffolding of learning provision.

Curriculum adaptations may also take place within departmental areas\* (for example differential groupings/adapted vocabulary lists/adapted resources) to support students with SENs(D)

- **Student specific learning support plans** being created that identify best-practice in relation to the specific need (s) of the student) and shared with all the student's teachers.
- **Timetabled support via the provision of a subject-specialist Teaching Assistants and/or Higher Level Teaching Assistant to work within specific lessons attended by the student.** Additional, specialist staff have the principle remit to supervise lessons to enable the subject specialist teacher to interact more frequently with SEN students and thus better support their learning. Additional TA support in lessons is normally only possible when one or more student's with existing EHCPs are present in the class.
- **Via extraction from lessons** (this may happen to revisit/revise key concepts, pre-learn key subject-specific vocabulary and is normally provided by schools staff). This approach is very limited and with it can come an increased risk of student's falling behind.
- **Via alternative provision (on or off site).** Alternative provision refers to a long-term timetable adaptation made for a student. As a mainstream school without any full-time staffed support unit, the school has very limited capacity for alternative provision. We also recognise that by reducing a student's curriculum off (especially in key stage 3) we could limit further progression

## **8. Staff training**

it is recognised that continued professional development is a key strategy in providing high quality and effective support in relation to students with Special Educational Needs. To this end CPD is enacted for all staff which includes\*

- general advice and training provided to staff (for example via Inset days)
- more specific training and advice provided to staff (for example in relation to a student's specific needs)
- specialist training for key staff (this tends to be externally accessed and accredited) and can lead to staff being qualified to make formal assessments of specific needs.

Training provision is continually reviewed and, where possible as response (and even pre-planned) to better meet known needs within the student population.

## **9. SEN information report**

Much of the core information required as part of our Annual SEN information report is contained within this policy which is updated annually. For that which is not specifically covered Appendix 3 provides further information.

## **Appendix 1: The ADPR process**

Staff use a graduated approach (Assess, Plan, Do and Review) working with a student and either a member of school staff, or an external person (parent/carer/involved professional) questions whether or not a student potentially has a Special Educational Need.

It is also used to monitor progress of students who are in receipt of Education Health Care Plans.

### **Assessing**

- School staff (principally the SENDCo but also other specialist pastoral leads) may use (at their discretion) one or more of a range of information (qualitative and quantitative) as well as any wider evidenced concerns shared with us by parents/carers or linked professionals to make an assessment of the current position. Specifically this will articulate “the issue(s)” to be addressed.

The school has a range of data and assessment mechanisms that staff may choose to use to gain further insight into the specific need(s) of the student. These may include

- o Learning based assessments
- o Social, emotional, behavioural assessments,

Pre-existing/historic assessments from previous schools and/or professionals may also be reviewed at this stage.

- Where it is evidenced that intervention/support is needed (specifically the threshold that a student may have an SEN) the school (or external professional if more appropriate) will initiate a planning phase.

### **Planning**

- The planning phase may be formal or informal, will likely involve parents/carers and/or other currently involved or potentially useful professionals (where available/relevant) but will always focus on addressing the concerns/barriers established through in the assessment phase.
- The planning phase is holistic. It is expected to encompass actions, onward referrals and or provision to be made outside as well as within of the school setting; this to best meet the student’s presenting need (s)
- In the best interest of the student, our plans may require specific follow up/actions by parents/carers and/or other professionals in a timely way. It is often by working in a timely way that the best outcomes are achieved for the student at the centre of the planning process.

### **Doing**

- The doing phase will be a specific period of time during which the intervention action(s) are put in place.
- There will normally (as part of the planning phase) be an identified review date/point.

## Reviewing

- The review point will seek to establish whether a positive change has been effected. This could include a re-assessment, a comparison of prior and current information/data and/or a meeting to collectively discuss progress made.
- Where satisfactory progress has not been made one of two options may follow
  - a) A new phase of APDR set up with a change of plan/further interventions added in
  - b) An escalation in the assessment of need (through a more specialist professional or member of staff within school).

## **Appendix 2: Key SEN(D) staff**

There are a number of persons who, as a result of the roles they work in, contribute to the provision and evaluation of the impact of SEN(D) provision. These include\*

<b>SEN link governor:</b>	J.Squires
<b>Head of School</b>	C.Woodcock
<b>Deputy Head (line manager of SEN)</b>	L.Allison
<b>SENCO</b>	K.Blight ( <a href="mailto:kblight@durring.com">kblight@durring.com</a> )
<b>Deputy SENCOs</b>	Miss Hughes and Mrs Lovett ( <a href="mailto:SEN-Leadership@durring.com">SEN-Leadership@durring.com</a> )
<b>Inclusion support leads</b>	Mr J.Fuller (lead and Deputy Head) Mrs S.Dedman (deputy-lead and Assistant Headteacher) Miss R.Lock (Inclusion leader)

Other staff across the school are offered (and trained) in specific aspects of the SEN(D) support process according to their role/remit and nature of their day-to-day work with students. These include groups of staff such as\*

- Company leaders
- Teaching assistants
- specialist inclusion staff
- specialist child protection staff

### **Appendix 3: Further information - SEN information report**

In addition to the information within the main policy document this appendix details further SEN information report-specific information

Details of the WSCC local offer can be found at: <https://westsussex.local-offer.org/>

Intervention list for 2019-20 (limited impact assessment due to Covid closure)

Note- due to the exceptional circumstances from 2019-20 there is no current SEN report available.

We are in the process of developing the impact report for this year (2020-21) in an updated format.

## **Appendix 4: Linked and reference documentation**

The following list\* provides a reference point for some of the documentation and guidance upon which SEN(D) provision is based and this policy written.

- Special Educational Needs and Disability Code of Practice
- Equalities act 2010
- WSCC local offer pages
- School behaviour policy