



Special Educational Needs and Disabilities (SEND) Policy

Spring 2024

Next review: Summer 2024¹

Version Control & Amendment History

Version/ Issue No.	Date	Author	Remarks / Reason for Change
1	03/23	JS	
2	04/24	HJ	New SENDCO

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

OUTLINE

The Derby High School recognises that for some students their individual learning needs can become special educational needs.

Whilst it is recognised that students with SEND are not a readily defined and discrete group, for the purposes of this policy the school adopts the legal definition provided by the SEND Code of Practice 2015.

A student is classed as having SEND if:

- a. Special educational provision must be made for him or her.
- b. He/she has a significantly greater difficulty in learning than the majority of others of the same age.
- c. He/she 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.

Legal framework:

The Derby High School SEND policy for students with special educational needs and disabilities is governed and informed by the statutory framework set out in:

- Childrens Act 1989
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs & Disability Code of Practice: 0 to 25 years 2015
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010

HIGH QUALITY TEACHING

The school recognises that there is a continuum of special educational need and disabilities which should be reflected in a continuum of provision and an ambitious curriculum that meets the needs of all learners. The Derby High School recognises that

good practice in special needs goes to the very core of high-quality teaching, ensuring that good teaching for SEND students means good teaching for all.

There is a specific focus on inclusive practice, high quality provision and removing barriers to learning for all students so that students with SEND engage in all activities alongside their peers who do not have SEND.

In only a small minority of cases a student will have special educational needs or disabilities that are severe and complex enough to require an Educational Health Care Plan. We endeavour to ensure that all students get the support they need to access the ambitious curriculum and to make progress.

EAL

Children who have English as an additional language (EAL) are not regarded as having special educational needs as a matter of course. Only if they have special educational needs in their mother tongue.

Further advice can be found on issues relating to the interface between SEND and EAL in Policy, Procedures and Guidelines to Meet the Needs of the Bilingual Pupil with Special Educational Needs.

The Derby High School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing reasonable adjustments for the SEND students whom they teach.
- SEND students will have their needs met via The Derby Way
- The views of the students and parents/ carers are sought and considered.
- Partnerships with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. The Derby High school will endeavour to support parents / carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum and post 16 pathways.
- SEND students have full access to all school activities and enrichment programmes. Reasonable adjustments are made to ensure it is possible for SEND students to have a full and active role in extra- curricular activities.
- We work in partnership with other educational providers such as Oak Learning Partnership, EHC team, Colleges, Other Bury schools, Whole Education, The Secondary SEMH partnership to meet the needs of all students
- We work in partnership with external agencies to meet the needs of the student e.g. health, social care, CAMHs
- There is a smooth and well supported transition at each transition stage for the student.

SCOPE OF THE POLICY

This policy applies to all children and young people at The Derby High School between the ages of 11 - 16 who have SEND and whom the school has a statutory obligation as defined by the Education Act 2011 and the SEND Code of Practice 2015. The policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEND process, i.e. governing body, parents/ carers and statutory/ voluntary agencies.

The key values and beliefs which underpin The Derby High School's SEND Policy are:

- ✦ Equal value and respect for all
- ✦ Equal opportunities for all
- ✦ Recognition of individual differences with special regard for students with special educational needs
- ✦ Life-long development through the provision of appropriate learning opportunities
- ✦ A constant search for improvement in the quality of service
- ✦ Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/ carers and professionals
- ✦ Promoting a high standard of education for students with SEND
- ✦ Encourage students with SEND to participate fully in their school, community and take part in decisions about their education
- ✦ Work with other statutory and voluntary bodies to provide support for children with SEND.

These principles and values within The Derby High School's policy are underpinned by the following broad aims:

- ✦ Early intervention
- ✦ Promoting inclusive education
- ✦ Partnership with parents/ carers
- ✦ Promoting high expectations
- ✦ Equality of opportunity
- ✦ Sharing responsibility
- ✦ Continuum of high quality provision
- ✦ High quality specialist teaching staff
- ✦ Procedures which are clear and effective
- ✦ Monitoring, review and evaluation
- ✦ Partnership with Children and Young People
- ✦ High quality Teaching

SPECIAL EDUCATION NEEDS & DISABILITY COORDINATOR (SENDCO)

The SENDCO role is carried out by the Assistant Headteacher for Inclusion – SEND who has many years of experience in SEND and holds the NASENCo award. They work closely with the Head teacher, the rest of SLT, the SEND team, teachers and colleagues in Inclusion.

The SENDCO has developed this policy and the provision and facilities to which it relates. The SENDCO has responsibility for the day-to-day operation of this policy, for coordinating provision for pupils with SEND alongside the strategic vision and development for students with SEND. The SENDCO manages the SEND team and the bespoke provision – INCLUDE which has been specially designed to meet the needs of our students.

PROMOTING INCLUSIVE EDUCATION

The Derby High School believes that inclusive education is a human right and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from schools, parents/ carers, LA support services, other agencies and the broader community.

PARTNERSHIP WITH PARENTS AND CARERS

The best results are achieved where parents/carers, schools and L.A.s work in partnership. In working towards this principle, The Derby High School SENDCO will:

- ✦ Encourage use of the Local Offer, First Point and SENDIASS with trained independent parental supporters
- ✦ Assist parents and carers in their understanding of special educational needs procedures, school-based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and travel training providers.
- ✦ Provide opportunities for mediation and discussion where necessary.
- ✦ Meet parental preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other children will not be adversely affected and that resources are efficiently used.
- ✦ Ensure that assessment and review processes seek and take account of the parents'/ carers' and child's views wherever possible
- ✦ Provide clear and informative written advice for parents/ carers about all aspects of the Code of Practice, 2015 about the identification and assessment of children with special educational needs and the range of different disabilities
- ✦ Provide clear descriptions of the support services available for children with special educational needs and the provision within the LA.
- ✦ Provide clear information about the range of voluntary and statutory agencies which may be able to assist parents/ carers of children with special educational needs
- ✦ Value families as the prime educators of their children
- ✦ Recognise that families have valuable knowledge of their child which service providers should encourage them to share

- ✦ Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and cultures.
- ✦ Develop an open, honest and effective means of communication about the needs of children who have SEND
- ✦ Deliver information in an appropriate and accessible form that takes into account the diversity of The Derby High School community
- ✦ Recognise that families/carers need and deserve appropriate, impartial and honest information about the services that are available.

PROMOTING HIGH EXPECTATIONS

The Derby High School will set high standards for children with special educational needs with an expectation that they will achieve their full potential.

EQUALITY OF OPPORTUNITY

Students with SEND are entitled to equality of opportunity in all aspects of educational provision and the greatest possible access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle the school will ensure that:

- ✦ All students are valued equally
- ✦ Special educational needs will not be considered a barrier to learning at The Derby High School
- ✦ All students will be expected to make progress regardless of gender, disability, race, faith and culture
- ✦ All students have access to an ambitious relevant, broad and balanced curriculum and the right support to access the curriculum.
- ✦ The main aim of additional and specialist resources is to enable students to access this curriculum
- ✦ Additional resources will be allocated to those students with the greatest need. This will be achieved through adherence to the SEND Code of Practice 2015 and to the graduated approach.

SHARING RESPONSIBILITY

The school recognises that parents and carers are their child's first educators.

Meeting children's special educational needs is a shared responsibility. Working towards this principle, the school will share responsibility with a range of other partners and agencies. The school believes that the interests of the child can best be served by viewing identified difficulties as a whole. Procedures overseen by the SENDCO will

recognise the importance of sharing information and collaboratively devising and offering support programmes and interventions for children with special educational needs.

This is especially important at transitional phases of a student's educational life -

- Transition from primary school to High School
- Transition from KS3 to KS4
- Planning for post 16 provision

CLEAR AND EFFECTIVE PROCEDURES

Procedures for identifying students with special educational needs and for monitoring their progress should be clear, effective and straightforward. Any such procedures will take account of the Code of Practice 2015 on the identification and assessment of special educational needs. In working towards this principle, the SENDCO will:

- Designate students as SEND support (K) based on set criteria
- Complete request for assessments for Educational Health Care Plans (EHCPs).
- Scrutinise EHCPs to ensure they are clear and thorough, and set out the Students educational needs, the Outcomes to be secured, the provision to be made and the arrangements for monitoring and review.
- In co-operation with parents and L.A., make arrangements to ensure that EHCPs are reviewed annually and the appropriate action taken where required
- Ensure decisions about how and where a student's special educational needs should be met, involve consultation with parents/carers and, wherever possible, will consider student voice.
- Ensure procedures for identifying students with special educational needs and for monitoring their progress are clear, effective and straightforward.
- Ensure procedures are in place to ensure the views of parents/carers and children are sought within the statutory review process as well as those of the professionals involved
- Regularly monitor, record and evaluate SEND children in relation to attendance, progress, behaviour, achievements.
- Provide access arrangements following JCQ regulations.

PARTNERSHIP WITH CHILDREN AND YOUNG PEOPLE

We believe that partnerships with young people is essential in relation to SEND and carers have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their child's own SEND.

Children and young people have the right to have their views, expectations and needs considered in all planning.

We recognise that effective action for students with SEND will often depend on close co-operation between the school (SENDCO), the L.A, the health services, social services and families. We are committed to implementing such co-operative arrangements in order that services for individual children and families can be as seamless as possible.

- ✦ All students have the right to learn together, develop relationships and prepare for life in the mainstream society
- ✦ All students should be encouraged to develop a positive sense of self-image and a pride in their own identity
- ✦ All children should be encouraged to accept and value differences.

This policy for SEND will be made available and accessible to parents/carers, colleagues and all stakeholders. It will be kept under a review basis and any proposed changes will be reviewed by Governors.