

The George Eliot School SEND Policy

Our approach to SEND

The George Eliot School has at its core a pupil-centred ethos. The school values the abilities and achievements of all its pupils. It maintains high expectations. We are committed to discovering and providing the best learning conditions for each pupil and to promoting development in understanding and social maturity. An important part of creating this culture is attending to the voice of the pupil. Parents are welcomed as partners in the planning and delivery of learning. We have a holistic approach, including the emotional and mental health of the pupil, and are aware of the impact this can have on the pupil's learning.

All pupils have the same entitlement to the full range of the school curriculum which integrates academic and vocational study. We are committed to making this accessible to all of our pupils through the variety of teaching strategies that we use in the classroom.

Objectives of the Policy:

To provide an education that enables all pupil and young people to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

To ensure all pupils are able to make adequate progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

To comply with the legal obligations of the Equality Act 2010 so:

- Disabled pupils and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers.
- Eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled pupils and young people.

To achieve our objectives we will:

- ensure decisions are informed by the insights of parents and those of pupils and young people themselves, that their views are sought and taken into account.

Aims and Objectives of the SEND Department:

- To support pupils with additional needs through the admissions process (for Admission Arrangements see whole school policy).
- To use assessment and testing to identify any additional needs of pupils.
- To respond to these needs and support pupils and their learning.
- With other staff, to work to enable pupils with additional needs to be fully integrated in their school life and to realise their potential.

Definition of Special Educational Needs

Pupils have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of pupils the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the local education authority.
- They are under compulsory school age and fall within the definition for 1 or 2 above or would do so if special provision was not made for them.

Under the New Code of Practice (May 2015), Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

SEND support structure

The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', a point reinforced by the new SEND Code of Practice.

SEND Department Roles

There are currently four progress coaches in the department whose main duties are to liaise with teaching staff and to support SEND pupils, in class, if appropriate.

The SENDCO at The George Eliot School is **Mr Richard Stevenson**. The Governor with responsibility for SEND is **Mrs Anthea Turner**.

The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

Responsibilities of the Special Educational Needs Co-ordinator (SENDCO)

- Coordinating provision for pupils with SEND.
- Liaising with the relevant designated teacher where a looked after pupil has SEND.
- Advising on a graduated approach to providing SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, and Local Authorities.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Co-ordinating the day to day operation of the school's educational needs policy and overseeing the day-to-day operation of the SEND Department.
- Developing and implementing provision mapping for pupils with SEND and co-ordinating the provision for those pupils.
- Developing and implementing effective systems for assessment, recording and reporting for pupils with SEND.
- Facilitating the provision of appropriate resources for a range of SEND.
- Liaising with and giving advice to subject teachers.
- Liaising with the parents and carers.
- Ensuring that pupils with EHC Plan have regular Annual Reviews in accordance with the requirements of the Code of Practice.
- Manage the team of staff within the SEND department.

Criteria for SEND Action:

We identify required actions for SEND pupils in terms of rates of progress to be achieved and access to learning. When pupils or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than without it.

Important: By defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future point.

The SEND Register: The SEND register comprises of two categories. The highest category of need is represented by pupils who have an Education, Health and Social Care Plan (EHCP). These pupils require additional resources, provided either out of the school's own funding (EHCP Level 2) or via a combination of school's funding plus 'top-up' funding provided by the Local Authority (EHCP Level 3).

Some pupils will have additional needs that require extra support but this support will be at a level below that of an EHCP. These pupils will be identified as having 'Additional SEND Support' and they form the second category of pupils whom we place on the SEND register.

Note: In addition to the two categories above that appear on the register, we also have identified groups of pupils who may require extra support but who do not appear on the register (SEND Level 0). These pupils are placed on a Monitoring Register and can be moved onto the SEND register should we feel that more support is needed. These pupils will receive targeted support in the classroom from their teachers.

Interventions and Support:

All George Eliot staff operate with the following aim:

- To ensure that all pupils can access school life and the school curriculum regardless of additional need.

Within this remit the school seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver quality lessons
- By providing discrete interventions for pupils who are on the SEND register to support pupils in terms of their progress.
- By providing medical/physical support
- By providing discrete support as appropriate (e.g. EAL intervention, curriculum withdrawal and supported self-study, external specialist intervention).

The Curriculum and the Learning Environment:

'All pupils should have access to a broad and balanced curriculum'. The National Curriculum Inclusion Statement dictates that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. SEND Code of Practice 2014

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, focusing on the individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

At The George Eliot School we offer a broad curriculum. This allows flexibility for pupils who experience a range of additional needs to progress and flourish. Flexibility can take the form of curriculum choices; it can, for example, be seen in terms of the range of option choices available in Years 10 and 11. Pupils will be supported to be successful in the curriculum choices they make.

Specific interventions are provided by the SEND team, which may require pupils to receive interventions, such as Literacy or Numeracy. The SEND team work before school, during break-times and afterschool as well as supporting in for times and lesson times. All interventions are short term and progress is constantly reviewed.

Activities in Addition to the Curriculum:

At The George Eliot School we operate a policy of inclusion in relation to all extra-curricular activities and we strive to ensure that activities are accessible for all.

Support for Improving the Emotional and Social Development of Pupils with SEND:

At The George Eliot School we recognise the need to provide support for pupils who experience social and emotional difficulties. Support for pupils operates both at a general and more targeted level. At a general level we address social and emotional issues through work in lessons (and particularly Tutor Sessions) and through the normal operation of our Pastoral system. At a targeted level (and for those pupils who experience specific needs), we offer internal support from the school Counsellor **Mrs Sharkey** as well as running a variety of interventions in the Learning Support Department to support mental well-being. We also offer support from External Agencies that come into school in order to carry out bespoke intervention work with groups of identified pupils (e.g. programmes may be delivered that are designed to increase pupil's self-esteem).

Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, the SENDCO, teachers and parents must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of our pupils can make progress through such teaching.

Identification, Information Gathering and Review:

The identification of SEND is built into the overall approach to monitoring the progress and development of all our pupils. At The George Eliot School, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

Assessment consists of:

- Reading and Spelling Age Assessments
- Placement tests for various literacy interventions
- Information gathered from class teachers
- Observation and assessment by our Education Psychologist
- Referral to other external agencies should we feel this is needed.

In addition to the above, teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils and pupil progress is regularly recorded in school Monitoring. Where pupils are falling behind or making inadequate progress given their age and starting point they will be initially given additional support by their teacher. Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

At this initial stage of identification, teachers may suspect that a pupil has SEND. While gathering further evidence (including the views of the pupil and their parents) teachers will put general teaching support in place, where required. The pupil's response to such support can help to identify their particular needs.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDCO, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEND support that is required to support the child.

For higher levels of need, The George Eliot School has arrangements in place to draw on more specialised assessments from external agencies and professionals. These arrangements are part of the local offer.

Determining the Level of Support Required:

After Identification and Information Gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

Step 2: Consult with teachers and other internal staff

Step 3: Consult with parents and pupil

Step 4: Consult with Outside Agencies

Step 5: Decision: The pupil is SEND and will be placed on the register, or not.

Step 6: Decision: If the pupil is SEND but not at a level sufficient for registration, the SEND team will organise Level 0 (non-register) support to be administered in the classroom by teachers.

Step 7: If the pupil is SEND and should be placed on the register, a decision as to what level of support is required will be made.

Step 8: Inform parents of the outcome

Step 9: For EHCP Pupils: Consultation with outside agencies and parents to agree the EHCP. Pupil Identified as Cause for Concern by referrers, who will be either teachers, other school professionals, parents or outside agencies and referral form must be completed.

Information Gathering

Decision: Is the pupil SEND or not? If so, at what level?

Level 0: Classroom based awareness and support where necessary

Level 1: Additional SEND Support and pupil placed on the register

Level 2: Education, Health Care Plan

Assessment of pupils

The support of individual needs is a responsibility shared by all staff in the School, together with other concerned adults.

Where information is provided by a pupil's previous school, this helps staff to understand and meet pupil's needs more quickly and effectively.

Induction testing by the SEND department is used to highlight any potential issues when pupils enter the school

The department systematically assesses all pupils through a variety of assessment packages, where necessary, which can identify weaknesses in these areas:

- Attainments in reading and spelling
- Measuring discrepancies between actual and expected literacy attainment
- Monitoring development in reading and spelling on a regular basis
- Providing support evidence when applying for special arrangements in examinations

Provision

Working together with subject teacher, we hone appropriate support for the SEND pupil and track and assess any intervention by the SEND Department. If progress remains a concern after subject teacher interventions have been used for a suitable period, we will get parents in to discuss the next steps. All pupils with an Educational Health Care Plan will have a Learning Support Plan prepared and disseminated to staff as a matter of course.

Evaluation of Success of the School's SEND Policy

Policy and Practices of our SEND Department are regularly evaluated as part of the whole school review cycle. Feedback from parents is welcomed and is used to develop our policy and practice.

Complaints procedure

In the unlikely event of you not being satisfied, please contact our SENDCO to arrange an appointment to discuss any issues.

If this still does not resolve your concerns then please contact the Principal's PA for details of our governing body.

Contact details for SENDCO:

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The George Eliot School

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