



# Special Educational Needs and Disabilities (SEND) Policy

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| Committee with Responsibility for this policy is the Achievement Committee |              |
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Villiers High School  
Special Educational Needs and Disabilities (SEND) Policy

### **Background**

This policy was updated in March 2019 by:

- Gemma Stoddart - SENCo
- Trevor Murphy -Deputy SENCo
- Matthew Benson - Assistant Headteacher

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (29.07.14) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (29.07.14)
- Schools SEN Information Report Regulations (2014)

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### **1.Introduction:**

At Villiers High School, we value the abilities and achievements of all our students and we are committed to providing for each student, the best possible environment for their learning. We recognise the entitlement of all students to a balanced, broadly based curriculum. Our approach to teaching and learning is fully inclusive.

### **Aims and Objectives of the Policy**

As a school we aim to match the quality of our provision to the changing needs of all our pupils. We aim to:

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- Identify, assess and provide for pupils who have special educational needs and additional needs as early as possible, according to the SEND Code of Practice for the Identification and Assessment of Special Educational Needs 2014.
- Work within the guidance provided in the SEND Code of Practice (2014), so that our pupils with SEND are integrated as fully as possible into the educational and social life within the school's setting. Where this cannot be the case, we aim to ensure that suitable alternative provision is made.
- Ensure pupils with SEND are the shared responsibility of all staff. Provide guidance, training and advice to staff working with students with special educational needs in collaboration with the SENCo and SEN Department.
- Ensure all pupils are of equal value and are entitled to a broad and balanced curriculum which is differentiated to ensure maximum progress. All teachers are teachers of Special Educational Needs.
- Work in partnership with the parents and carers of pupils with Special Educational Needs.
- Involve pupils where ever possible in planning for and reviewing the provisions they are offered.
- Work collaboratively with all external providers of support.

### **Definition of Special Educational Needs (C.O.P xiii and 5.32)**

The Code of Practice 2014 defines SEND as:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

The SEND Code of Practice outlines four broad types of Special Educational Needs and Disabilities:

- Communication and interaction

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

Further details of the 4 board areas of needs can be found on page 97 and 98 of the SEND Code of Practice 2014 - section 6.28, click here <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **2.Roles and Responsibilities**

### **SEN Governor**

The current SEN Governor is Ms Vinita Sighat. The SEN Governor and the governing body should ensure:

- That appropriate provision is made for any pupil with SEND.
- All staff are aware of the importance of identifying and providing for pupils with SEND.
- That the needs of pupils with SEND are made known to all who are likely to teach them.
- That a pupil with SEND joins in school activities with all other pupils, as can be reasonably expected with the efficient use of resources.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Parents/carers are notified if the school decides to make special educational provision for their child and they are fully informed about SEND issues, so that they can play a major part in school self-review.
- Are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEND provision is continually monitored, evaluated and reviewed.

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- They set up appropriate staffing and funding arrangements, and oversee the schools' work for pupils with SEND.
- They, and the school as a whole, are involved in the development and monitoring of this policy.
- SEND provision is an integral part of the school strategic plan

### **The Headteacher**

The Headteacher has the responsibility to ensure that:

- A register of pupils with SEND is kept.
- Arrangements are being made to meet the needs of those pupils who have Special Educational Needs.  
  
Parents are involved and kept informed.
- Teachers are fully informed and are making appropriate provision.
- Children are referred to the LEA for statutory assessment on the advice of the SENCo.
- Appropriate agencies are involved.
- Appropriate staffing and funding arrangements are made and budgeted for.
- Governors are informed on SEND issues.
- Appropriate staff development and training is provided.

### **The SENCo**

The named teacher with responsibility for the overall co-ordination of Special Educational Needs (SENCO) provision in the school is Ms. Gemma Stoddart. The responsibilities of the SENCO are:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-coordinating the provision for pupils with SEN.

- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising staff on the graduated approach to providing SEN support.
- Helping staff to identify pupils with SEN and supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils. Advising on appropriate resources and materials for use with SEN and on the effective use of materials and personnel in the classroom.
- Liaising with the relevant designated member of staff where a Looked After Child has SEN.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early year's providers, other schools, outside agencies, health and social care professionals, and independent or voluntary bodies.

- Liaising with the SENCOs in primary schools to help provide a smooth transition to Villiers High School.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessment/records.
- Contributing to the in-service training of staff.
- Overall management of the Learning Support Assistants.
- Maintaining the school's SEN register and records so they are up to date.
- Arranging annual reviews of pupils with Education, Health and Care Plan.
- Communicating the needs of pupils with SEN to staff.
- Updating staff and the Senior Leadership Team on developments in SEND.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

### **The Pastoral Team**

The Form Tutors, Heads of Year and Deputy Heads of Year should:

- Familiarise themselves with school policy and procedures regarding SEN.
- Know those students who are on the SEN register and their category of need.
- Liaise with the SEN team regarding the needs and progress of identified pupils.
- Discuss targets in the EHCP and whole school target setting with the student concerned.
- Work with the SEN team and LSAs to develop stronger links with families.

### **The Head of Department**

Curriculum Leaders have a responsibility to SEN students. They should:

- Familiarise themselves with school policy and procedures regarding SEN.
- Include differentiation in all schemes of work.  
Regularly include an SEN slot in department meetings.
- Encourage staff to differentiate in lessons and homework tasks.

### **The Subject Teacher**

The curriculum teacher should:

- Recognise that “Quality First Teaching” is the best provision for students of all abilities and needs. To make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning.
- Familiarise themselves with school policy and procedures regarding SEN.
- Know those students in their teaching groups who are on the SEN register and their category of need and how best to meet those needs.
- Include differentiation in their lesson plans and in homework tasks.
- Contribute to reviews of students on school SEN Support, or Education, Health and Care Plans (EHCPs) by completing “Round Robins” on those students.
- Liaise closely and plan closely with LSAs who are working with students in their classes.

### **Learning Support Assistants** Learning Support

Assistants should:

- Be fully aware of the SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Aim at increasing pupils’ inclusion in the learning with their peer group.
- Have appropriate understanding of the pupil’s specific needs and they will be led by the class teacher and SENCO on planning to ensure progress.
- Work in collaboration with the class teacher to provide for an appropriately differentiated curriculum.

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- Work in partnerships with the class teacher to ensure that pupils are made aware of the learning objectives/outcomes and how it fits into what they already know and what they are to do independently.
- Learning Support Assistants should give feedback to teachers about pupils' responses to tasks and strategies.

### **Students**

Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

To participate where possible, in all the decision making processes, including setting targets and discussing their choices, assessment of needs and in the review procedures.

### **Parents**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion. The school asks that parents/carers;

- Keep the SEN department aware of any changes to their child's SEND needs including updates from external agencies
- To attend review meetings as and when required
- To support their child's learning in carrying out suggested strategies at home
- To become involved in parent consultation groups as set up by the SENCO

### **3.Procedures for Identification**

The initial identification of a student's Special Educational Need, may well have taken place prior to arrival at Villiers High School. In this instance, the school seeks to maintain the principle of continuity and progression of the student.

New admissions are identified as having Special Educational Needs by an examination of records from previous schools, information from parents, information from subject teachers and referrals to the SENCO. All Year 7 students are screened using the NFER Cognitive Ability Tests and students' reading and spelling ages are established using standardised tests. Students who arrive mid-phase are also screened using the NFER Cognitive Abilities Tests.

The majority of pupils with special educational needs will not require multi-diagnostic assessment and their needs will be addressed by an appropriate differentiated curriculum and will be met by the school's own resources. However a small proportion of pupils with difficulties will require extra provision that would be identified through a range of multi – diagnostic assessments. The information from the primary schools is considered together with these test results. This informs the school of the pupil's Special Educational Need and is then added to the SEN register.

Occasionally there are pupils who are not on the SEN Register who may experience difficulties. When that is the case the SENCo or Head of Year is alerted; by the member of staff who has expressed concern, or has completed a referral. The matter will then be investigated and, if necessary, the student will be placed on the SEN Register.

#### **4.SEN Register and Delivery of Provision**

The school holds an SEN register that is available to all staff. The register is reviewed and updated termly.

##### **Expression of Concern**

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/ carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. The parents are informed and information is asked from all teachers involved with the student. The student is discussed at the fortnightly Strategic Referral Group (Head of Year, SENCo, Child Protection Officer, Attendance Officer) where an action plan is put in place

**Graduated Approach to SEN Support (Identification, Assessment and Provision)** Villiers High School will adopt a graduated response to meeting the needs of SEND pupils in accordance with the SEND Code of Practice 2014. As a school we recognise that there is a range of special educational needs and we will first of all, where possible, try to meet individual needs, within the classroom and with school resources, through ensuring that our planning, teaching and approaches are differentiated, before any consideration is made to moving a pupil on to the SEN register or seeking support from outside agencies.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. Personalised learning is at the heart of the schools teaching and learning policy and high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Teachers will use a range of strategies to meet the needs of all pupils in their classroom before consulting with the SENCo or external specialist expertise. However where it may be necessary we will look for specialist support from external agencies for support with barriers that a pupil may be experiencing. As a school we believe that taking early action may mean that a pupil will make enough progress and will not need to move onto the next stage(s) of assessment. It is only when a pupil continues to be a cause for concern that further action is required.

##### **Assess**

Some pupils arrive at Villiers High School with specific SEND types already assessed from either their Primary Schools or previous schools. For other pupils that this does not apply to, we need to ensure early identification takes place of pupils with barriers to learning, which may impact on their ability to fully access the curriculum, progress or attainment. Concerns that a pupil may have learning or other difficulties can be initiated by the class teacher or the pupil's parents/carers. Once these concerns are expressed, a discussion will take place with the pupil's parents or carers. During this discussion any other relevant background information is taken into account to help make an initial

assessment of the difficulties. It may or may not be decided at this point to refer a child for further assessment by one of the outside agencies. The majority of pupils with Special Educational Needs will not require multi-diagnostic assessment and their needs will be addressed by an appropriate differentiated curriculum and will be met by the school's own resources. However a small proportion of pupils with difficulties may require extra provision that would be identified through a range of multi-diagnostic assessments.

### **Plan**

Once the initial assessment of the pupil's needs has taken place and it is found that he or she is not making satisfactory progress, or presents with other concerns, the class teacher will liaise with the SENCO for strategies and approaches that they can use. As a school we already have a range of strategies in place to meet the pupils' needs. The teacher will look at and discuss with the SENCO how they can further develop teaching materials, teaching styles and differentiation so that the pupil is able to access learning more effectively. These strategies will be reviewed and their effectiveness will be evaluated. For some pupils it may be decided that further intervention is required, as the review may lead to the conclusion that the pupil needs additional help and support from SEN Department. Where a pupil has been identified as needing SEN support, through the assessment and planning stages, the parents/carers will be kept informed of the interventions put in place and the progress their child is making.

### **Do**

The needs of all pupils will be addressed through Quality First Teaching where by all teachers plan, prepare, deliver and review differentiated lessons and resources. Teachers will plan lessons and strategies that will ensure that pupils are provided with an engaging curriculum, which motivates all pupils to learn and progress whatever their ability. In some cases Learning Support Assistants will be timetabled to support groups and/or individual pupils in class, under the direction of the classroom teacher and/or the SENCo. In some cases some pupils may require further interventions to support their literacy and numeracy skills, as well as their social skills outside of the classroom. These interventions will be delivered by the LSAs, SEN teachers, Deputy SENCo or external providers, which may take the form of group sessions, 1:1 sessions and recommendations from specialist reports e.g. Speech and Language. Where interventions take place outside of the classroom the class teacher will still retain responsibility for the pupil. They will work closely with staff involved in delivering the intervention, to plan and assess the impact of support and interventions. All the interventions will be used by our staff to provide extra support for our pupils to overcome barriers to their learning.

### **Review**

All pupils that have been identified as having special educational needs will have their progress carefully tracked and monitored by their classroom teachers, year team and the SEN team on a termly basis and where it may be required, on a half termly basis. The progress of all pupils including those with SEND will be discussed with the parents/carers and the pupil regularly, so that outcomes can be set and progress reviewed. Many pupils will make excellent progress and only need extra support for a short or specified period of time.

However there will be some pupils that may require different types of extra support throughout their time in school. Where a pupil is failing to make progress against the expected targets set out for pupils of a similar age, despite receiving differentiated resources and support, the classroom teacher will consider other different and additional strategies. If the pupil does not respond to this personalised approach and continues to be a cause for concern, further school based action will be sometimes necessary. The classroom teacher will discuss the progress made with their line manager and any identified barriers with the SENCo and with the child's parents/carers. At this stage it may be decided that further support or an intervention programme may need to be put in place with targets set to assess the impact of the support/intervention received by the pupil. The classroom teacher and SENCo will continue to review the pupil's progress and amend the support as and when it is necessary. Those identified as having the greatest learning need will have a one page SEND Pupil Profile, which all teachers will have access to. This document will contain a brief description of the pupil's needs, strategies to support them in class, targets and their expected outcomes as well as a list of provision they have received. If a child continues to be a cause for concern and internal school based interventions continue to have had little or no impact on the pupil's progress, then it may be decided at this stage that further assessment, advice or support may be required from external agencies such as the Educational Psychologist. All referrals to external agencies will require parental /carers consent and will always be discussed with parents and carers.

### **Application for an Integrated Assessment of Special Educational Needs and an Education, Health and Care Plan (EHCP)**

For some pupils the extra provisions provided to support them may not be sufficient to enable them to make adequate progress and they may be highlighted as a cause for concern. The SENCo/Deputy SENCo will discuss with the parents/carers whether they agree with the school applying to the Local Authority for an Integrated Assessment of Special Educational Needs. Statutory assessments of Education, Health and Care needs will take place for those few pupils with complex SEN. Most (but not all) will be given an Education, Health and Care Plan (EHCP) if the Local Authority agrees to the Integrated Assessment of Special Educational Needs.

Where an application for an integrated assessment is made, the pupil will need to have demonstrated significant cause for concern.

### **Education, Health and Care plan (EHCP)**

When the Local Authority agrees that a child should be given an EHCP, they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs. This will be monitored by the SENCo/Deputy SENCo through the Annual Review meeting with the pupil and their parents/carers.

All plans must be reviewed at least annually with the parents/carers, the pupil, the school and professionals involved. All are invited to consider whether any amendments

need to be made to the description of the pupil's needs, or to the special educational provision specified in the plan. At the Annual Reviews, the aim should be to give clear recommendations as to the type of provision the pupil will require through their time in the school. The views of all parties involved in the Annual Review will play an important role in this process. At the Annual Review previous targets will be reviewed with the child and their parents/carers during the meeting and new targets will be set for the following year. Pupils will play an important role in reviewing and setting their own targets and outcomes.

## **6. Monitoring and Evaluation**

The success of the school's SEN policy and provision is evaluated through school self evaluation and analysis of assessment data. The SENCo, Deputy SENCo, Heads of Year and Curriculum Leaders will also review through the following:

- Monitoring of classroom practice through learning walks and observations
- Learning visits focusing on using Pupil Profiles and data to support planning and differentiation
- Discussion with pupils and parents/carers
- Weekly SEN department meetings to share best practice and concerns
- The school's positive behaviour management system (SIMs) provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a pupil is learning at school.
- Analysis of student tracking data and assessment results for individual students and cohorts in line with data harvesting
- Concerns flagged up to relevant stakeholders in Curriculum and Year Meetings
- Progress of intervention programmes for SEN is reviewed every term, which might include testing. These programmes are reviewed by the SENCo, Deputy SENCo and HLTA, who use the information to plan and design the next term's programmes.
- In-class additional support is reviewed by the SENCo/Deputy SENCo through discussion and lessons observations. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.

- The views of parents/carers and pupils are shared about the provisions that are being received by the pupil during formal and informal meetings.

## **6.Exam Access Arrangements**

On transition to high school the school identifies students who have been eligible for access arrangements in tests and examinations in primary school. These arrangements include the use of word processors, additional time, use of a reader and use of a scribe. Wherever possible students are provided with these access arrangements in internal tests in KS3.

As students progress through their courses, teachers may identify learning needs which indicate the possibility that access arrangements might be appropriate. The SENCo and Deputy SENCo explore whether access arrangements are needed, and whether the student would be entitled to the arrangements in public examinations. The examination boards have stringent rules of eligibility for using access arrangements during examination. As students approach the stage when they start studying for GCSE and BTEC examinations, formal assessments are carried out by specialist teachers and/or professionals. Parents/carers will be informed if their child is eligible for access arrangements once an application is made to the Joint Council Qualification.

Please see separate protocol on access arrangements which can be found

<https://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulationsand-guidance/acce>

## **7.Supporting Pupils and Families**

The parents/carers main point of contact at school should always be their child's form tutor. Parents/carers can start by contacting the tutor, who will be able to discuss their concerns. If they need to speak with other staff members, such as the Head of Year, or the Special Needs Coordinator (SENCo), then the tutor will be able to help them arrange this.

Parents/carers can also arrange to meet the SENCo Ms Gemma Stoddart by emailing her at [gstoddart@villers.ealing.sch.uk](mailto:gstoddart@villers.ealing.sch.uk).

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

\* Parent Partnership, offering independent, free advice for parents of children with SEND: Lido Centre, 63 Mattock Lane, London, Ealing W13 9LA 020 8280 2251 [isaidealing@family-action.org.uk](mailto:isaidealing@family-action.org.uk)

- SAFE - Supportive Action for Families in Ealing  
SAFE 0-18 Acton and Ealing : [Actonealingsafe@ealing.gov.uk](mailto:Actonealingsafe@ealing.gov.uk)  
SAFE 0-18 Northolt, Greenford and Perivale : [eal-pct.SAFenortholt@nhs.net](mailto:eal-pct.SAFenortholt@nhs.net)  
SAFE 0-18 Hanwell and Southall: [southallsafe@ealing.gov.uk](mailto:southallsafe@ealing.gov.uk)
- Special Education Needs and Educational Psychologist <https://www.egfl.org.uk/services-to-schools/educational-psychologyservice-201819>
- British Deaf Association [bda@bda.org.uk](mailto:bda@bda.org.uk)

- British Dyslexia Association <http://www.bdadyslexia.org.uk>
- Ealing Dyslexia Association [www.ealingdyslexia.org.uk](http://www.ealingdyslexia.org.uk)
- Ealing Speech and Language Communication Services  
<http://ealinghelp.org.uk/Information/EalingServices/Health/Detail/ArticleId/954/Speech-and-Language-Therapy>

□□□□□□□□ □□ CAMHS, Child and Adolescent Mental Health Service:  
<https://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

## **8.External Agencies**

The SEN department has regular contact with a number of outside agencies and liaises closely to seek advice in relation to students with SEN. The following agencies work with Villiers High School in the current academic year:

- LA SENAS (Special Educational Needs Service)
- LA Educational Psychology Service
- Speech and Language Service
- LA Behaviour Inclusion Service
- SAFE Adolescent Service
- CAMHS (Child and Adolescent Mental Health Service Health agencies)
- Connexions
- Social Care Services
- Springhallow Outreach for ASD students

## **9.Complaints**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's form tutor.

If you still feel concerned then please contact the SENCo, Deputy SENCo or Head of Year to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Headteacher. An appointment can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Headteacher.

The school's complaints policy can be found here:

<http://www.villiers.ealing.sch.uk/uploads/policies/Parental%20Complaints%20Procedure.pdf>