

### 3D **SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INFORMATION/POLICY 2016/17**

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement:

"A place for everyone RESPECT | ENGAGE | SUCCEED"

The Pingle School is an inclusive school where diversity is celebrated.

#### **ADMISSIONS**

The Pingle School caters for students who have a wide range of special educational needs and disabilities. They may come from any part of South Derbyshire or from neighbouring Local Authority areas, where appropriate funding can be arranged. At The Pingle School we seek to maximise the inclusion that all students can experience.

There are also many other students with special educational needs within mainstream provision, whose needs are identified as SEN support and who are admitted from the regular catchment area of the school. Full details of the admission arrangements can be found in the school's prospectus and on the school's website.

All parents/carers and students are encouraged to visit the school at least once prior to admission and requests for individual visits can be made either to the Headteacher, the SENCo or Heads of the LSB (Learning Support Base)/ARC (Autism Resource Centre).

Within this context students with additional needs will:

- a) Have access to a broad and balanced education, including the National Curriculum
- b) Be positively encouraged to participate in the life and work of the school to the best of their abilities, whatever their needs
- c) Be seen as the responsibility of all staff, and
- d) Be given help and guidance to prepare them for adulthood.

#### **WHO ARE THE BEST PEOPLE TO TALK TO AT THE PINGLE SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SEND?**

The subject teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as necessary
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

**SENCo and Leadership Team (LT) link: Miss L Hughes**  
**Head of the Learning Support Base (LSB): Mrs L Harling**  
**Head of the Autism Resource Centre (ARC): Mrs J Davies-Ratcliffe & Mrs D Matusiak**

They are responsible for:

- developing and reviewing the school's SEND policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing
- liaising with all other agencies which may be involved with your child eg Educational Psychology, Behaviour Support Service, Health Service.

The SENCo is accountable to the Headteacher and Governing Body and keeps them informed of developments.

Teaching Assistants support students in lessons as well as working with individuals and small groups. Information is supplied to all staff through the SEND inclusion/intervention provision update on a regular basis.

1. Teaching Assistants work co-operatively with teachers to support the learning and progress of students.
2. Teaching Assistants are responsible in the first instance to the SENCo, Head of LSB or Head of ARC.
3. They will carry out duties as assigned by the class teacher, Head of Department, or SENCo/Heads of LSB and ARC.
4. Aims are:
  - to give the students access to as much of the lesson as possible
  - to encourage the students to become independent learners
  - to remove barriers to learning and ensure that the students succeed and make at least expected progress
  - to ensure that the students learn new skills or improve those already learned
  - to foster co-operative working and facilitate the development of friendships
  - to support students in the development of their social, communication and life skills.
5. Teaching Assistants may also:
  - carry out duties as assigned by the SENCo/Heads of LSB/ARC, class teacher and Head of ARC, support students with physical needs and perform routine tasks such as:
    - organising and running 1:1 or small group interventions
    - contributing written advice to annual reviews
    - monitoring progress of students
    - preparing case studies.
6. Teaching Assistants may be given specific responsibility for particular intervention programmes. A record is kept of the work/progress for each student including baseline and regular test results.
7. Teaching Assistants on levels 1 and 2 should not be left alone with a class, however working with small groups in close proximity to a teacher is permissible.

## **HOW ARE STUDENTS WITH SEND IDENTIFIED AT THE PINGLE SCHOOL?**

Within The Pingle School, the needs of a student are identified by considering the needs of the whole student, not just the special educational needs.

Referring to the 'SEND code of Practice 0-25' 2014, a student has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject teachers make regular assessments of progress for all students. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Alongside the progress of students other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and eligible for the Pupil Premium.

When identifying the nature of a student's special educational needs, the four broad areas of need are taken into account:

- communication and interaction
- cognition and learning
- social emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the student may need support in more than one of these areas.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo, subject teachers, Head of Year, Pastoral and Behaviour Support Managers to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- the student's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

Where a student is identified as having SEND, the school will seek to remove barriers to learning and put SEN provision in place. The SEN support will take the form of a four part cycle:

- Assess - an analysis of student need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.
- Plan - if the school decides to provide the student with SEN support parents/carers will be notified. All staff involved with the student will be informed.
- Do - interventions/support will be delivered.
- Review - the effectiveness of the intervention/support will be reviewed regularly.

### **WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND AT THE PINGLE SCHOOL?**

The Pingle School is a mainstream secondary school providing support for students with SEND for whom mainstream education is appropriate.

The school also has two local authority funded enhanced resource provisions (ERS). Students require a statement/Education, Health and Care Plan (EHCP) for a place in these provisions.

A student will only be placed in an ERS provision after careful discussion with parents/carers, families and the local authority.

- The LSB caters for those students with significant special needs. They have access to a broad and balanced education, including the National Curriculum. A placement in the LSB is flexible, and can be long or short term, full or part time depending upon the needs of the student.
- The ARC provides a calm, caring and supportive environment for students on the autism spectrum who need a specialised provision. Students will access mainstream lessons and be supported appropriately. Students may be withdrawn from some mainstream lessons according to their individual needs, and all ARC students will follow a social skills programme to help develop their social, communication and life skills.
- KS5 ARC provides a safe, secure and positive environment for students with SEND needs. A holistic approach will be taken to the students' education and development. An allocated quiet area and sensory room are available for students to use.

### **Support provided in the school includes:**

#### **Subject teacher input, via targeted classroom teaching (Quality First Teaching)**

For your child this means:

- Teachers have the highest possible expectations for your child and all students in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of students, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of students with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow students with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

### **Specific group work intervention**

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

### **Outside agencies**

- You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.
- The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

### **Specific Individual support – GRIP, Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)**

GRIP (Graduated Response for Individual Pupils)

- The Local Authority has introduced an interim source of funding between SEN support and EHCP. The SENCo will collate relevant data as well as evaluating the impact of any interventions before applying for extra funding to remove barriers to learning and support students to progress.

Statement/EHCP

This type of support is for children whose learning needs are severe, complex and lifelong:

- The Statement or EHC Plan will outline the outcomes expected and may state the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies should be put in place.

A TA may be used to support your child with whole class learning, and/or to plan and deliver individual/small group programmes involving your child.

### **PARENTAL INVOLVEMENT**

The school is committed to working closely with all parents/carers and recognises that they have skills and insights about their children which can help to improve planning and provision. Parents/carers are asked to support their children by working with them at home, attending meetings as required and informing the school of any problems that may arise. If parents/carers have a complaint/concern they should in the first instance contact the SENCo and thereafter the Headteacher.

### **HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD AT THE PINGLE SCHOOL?**

Your child's progress is continually monitored by their subject teachers, Heads of Department, Heads of Year as well as the SENCo. Progress is reviewed at regular intervals and formally once each half term. If your child is at SEN Support or has a statement/EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of students with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that your child is making good progress in any 1:1 or small group work.

## **HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's subject teacher, form tutor their Head of Year or the relevant Head of Department.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo, Miss Hughes.

### **What support is there for my child's overall wellbeing?**

The form tutor has responsibility for every child in their form. Therefore this will be parents'/carers' first point of contact. The Head of Year has overall responsibility for the pastoral and social welfare for every child in their year group. The Pastoral Support team will also offer students guidance and help. If further support is required, the Head of Year, SENCo, a member of the Leadership Team and other relevant staff would meet to discuss appropriate strategies. This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

### **How is SEN support allocated to students at The Pingle School?**

The Code of Practice 2014 states that:

***'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to students of the same age.'***

#### **At The Pingle School:**

- Students who are underachieving and failing to meet targets have interventions in and out of class.
- Students are moved on to SEN support, when, despite accessing catch up interventions, they are still not making expected progress and meeting their targets.
- For a minority of students who are not making progress in more than one subject we would investigate further using the graduated approach.
- Students with more complex needs who may also require support from outside agencies would be classified as SEN support.

The school budget is received from Derbyshire LA, which includes funding to support students with SEND. The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- students already receiving extra support
- students needing extra support
- students who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Students will exit the SEN register if and when targets/outcomes have been achieved.

### **Who else could support your child with SEND?**

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Behaviour/Pastoral Support Managers
- Student Support Centre (on site) and Select (off site)
- Student Support Co-ordinator
- Behaviour Support Service (LA)
- Positive Support
- Career Torch
- Educational Psychology Service
- Alternative providers e.g. Chameleon School of Construction, Forest Lodge

Paid for centrally by LA/Health Service:

- Link to Derbyshire County Council local offer:  
[www.derbyshire.gov.uk/education/school/special\\_educational\\_needs/support\\_aspiration/local\\_offer](http://www.derbyshire.gov.uk/education/school/special_educational_needs/support_aspiration/local_offer)
- Speech and language therapy
- Occupational Therapy
- Multi-agency team
- Support Services for the Hearing/Physically/Visually impaired
- Derbyshire Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service
- Educational Welfare Officer

### **What support do we have for you as a parent/carer of a child with SEND?**

- Subject teachers, form tutors, Heads of Department, Heads of Year, SENCo, Behaviour/Pastoral Support Managers are available to discuss issues, as appropriate to their roles in school.
- Meetings with outside professionals where and when appropriate
- School organiser may be used to support communication between you and the school.
- Parents'/carers' evenings
- Year information evenings/open evening
- Signposting parent/carer support groups
- Access to SENDIASS – SEND Information, Advice and Support Services (formerly Parent Partnership Services)
- Opportunities to attend PTFA.

### **How does the school support students with medical conditions?**

The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the Pupil Welfare Assistant if medication is recommended by health professionals to be taken during the school day. Some students will have a care plan in place. Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

### **HOW IS THE PINGLE SCHOOL ACCESSIBLE TO STUDENTS WITH SEND?**

Parts of the building are accessible to students with physical disabilities via ramps and lifts. Two toilets have been specially adapted to meet the needs of disabled persons, one of which has a hoist. The sixth form area is accessible to those with physical disabilities. There are disabled parking bays in the car park.

Teaching resources and equipment used are equally accessible to all students.

After school and extra-curricular provision is accessible to all students including those with SEND. Students have an equal opportunity to go on school visits. Extra support is provided if required. Risk assessments are carried out prior to any off site activity.

For more information about accessibility refer to the school's single equality policy on the school's website.

### **ALLOCATION OF RESOURCES**

The school receives funding in a number of ways. For students with moderate or severe learning difficulties funding is allocated through Derbyshire County Council's Enhanced Resourced School scheme, and the use of this money is monitored on a regular basis by officers from the LA. Statemented students or those with an EHC Plan receive funding which is allocated according to the student's needs. Additional funding via GRIP may also be allocated by the LA to students. For mainstream students, money is allocated through the school's budget, which includes an amount for each student who is considered to have special needs but is not statemented. This funding is used to provide both material and human resources. In the main school, some students with

special needs are based in classes which have fewer students and have a higher level of adult support than is usual. Several students have dedicated 1:1 TA support for specified numbers of hours.

The LA is able to buy a maximum of 10 places in the ARC at a specified amount per student.

### **HOW WILL MY CHILD BE SUPPORTED THROUGH TRANSITIONS?**

The school recognises that transitions can be difficult for students with SEND and their families and so take steps to ensure any transition is as smooth as possible.

#### **If your child is moving to another school:**

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- information will be passed on to new subject teachers. All relevant information will be shared.

#### **Transition from Key Stage 2 to Key Stage 3:**

- Head of Year and SENCo will visit your child's primary school.
- SENCo is invited to your child's Year 6 annual review for statement/EHC Plan.
- Primary Heads or a representative are invited into school to share relevant information about your child.
- your child will be invited to take part in enhanced transition, which includes visits and activities with designated members of staff.
- your child will attend two days in school with the rest of their year group and have the opportunity to meet staff. Parents/carers will also be invited to a Year 6 intake evening where you will have the opportunity to meet your child's form tutor and other key members of staff.
- extra support for tests, assessments and examinations will be considered as and when necessary.

#### **Transition from Key Stage 3 to Key Stage 4:**

The Pingle School has high aspirations for all students and gives a range of guidance to ensure that students choose the most appropriate courses for them.

- Your child will be given an option booklet and will attend assemblies where information regarding the different courses will be given.
- There is an Options evening for all parents/carers to inform them about options and courses available.
- There will be the opportunity for you to discuss options with your child's subject teachers at Year 9 parents'/carers' evening.
- SENCo and Leadership Team members will meet with identified students to discuss and give guidance for options choices.
- If your child has a statement/EHC Plan, there will be a careers advisor at the Year 9 annual review.
- During Year 9, identified students will be tested for eligibility for examination access arrangements.

#### **Transition from Key Stage 4 to Key Stage 5/and liaison with alternative provider:**

- during Year 10 your child will have the opportunity to take part in a work experience placement
- identified students will be invited to attend a careers fair
- discussions about different pathways are held at annual review meetings for students who have a statement/EHC Plan
- impartial information, advice and guidance is available through our external provider.
- students in Year 11 will have a taster/transition days for Key Stage 5 placements.

### **Transition from Key Stage 5 to further study/employment:**

- Head of sixth form gives guidance and advice about different pathways available and support for students with SEND at university.
- Head of sixth form liaises with Higher Education providers to ensure needs are met post 18.

### **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council known as student voice.

If your child has a statement/EHC Plan, they will have the opportunity to discuss and set their outcomes with a member of the Learning Support team.

Students have to the opportunity to complete a questionnaire about aspects of the school.

Student views are a valuable part of the annual review of statement/EHC Plans.

The Learning Support team have an open door policy where students can at any time speak with a member of the team.

### **WHAT TRAINING HAS THE STAFF SUPPORTING STUDENTS WITH SEND HAD OR IS CURRENTLY HAVING?**

There is an ongoing professional development programme throughout the school year which addresses areas of SEND within the school, e.g. differentiation, solution focused approach to individual pupils, Access Arrangements, ADHD, behaviour management strategies, attachment disorder, applying the new Code of Practice, ASD, dyslexia, lifting and handling, art therapy, use of epipen, use of defibrillator, positive support, bereavement counselling, motivational interviewing training.

### **CRITERIA FOR SUCCESS**

The policy will be seen to be successful when:

- i) students with special educational needs or disability are identified and assessed quickly
- ii) students' individual differences are recognised and valued
- iii) support is flexibly and appropriately targeted to meet individual needs
- iv) individual Education Plans/1 page profiles are well defined and realistic
- v) parents/carers are happy with the quality of educational provision and the system of communication with the school.

### **MONITORING OF THE POLICY**

The policy will be monitored on an ongoing basis by the SENCo. The Headteacher will, in conjunction with the SENCo, monitor various aspects of the workings of the policy on a regular basis. The Governors of the school take a positive interest in special needs provision in the school and receive relevant reports as required.

Linked documents on the school's website include:

Anti-Bullying Policy  
Complaints Procedure  
Single Equality Policy

Updated by Miss L Hughes, SEN Lead, Mrs L Harling, Head of LSB, Mrs J Davies-Ratcliffe & Mrs D Matusiak, Heads of ARC: January 2017

Approved by the Governing Body: 28 February 2017

Governing Body review date: February 2018