



Ulverston Victoria High School

POLICIES

SEN and Inclusion Policy

**Incorporating:
11-16 UVHS Policy
Post 16 UVHS Sixth Form Policy
Reviewed June 2019**

Author/Owner:	Sub-Committee:	Ratified/Reviewed by Governors:	Chair of Governors Signature:
Mrs A Hutchinson SENCO	Pastoral & Curriculum	1 st November 2017	

11-16 UVHS Policy

Ulverston Victoria High School Policy for Special Educational Needs, Disability and Inclusion

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65 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 (2014)
- Schools SEN Information Report Regulations (2014)

Rationale

Ulverston Victoria High School is committed to providing an appropriate and high quality education to all the children living in our local area within the resources available. We recognize that pupils learn at different rates and that there are many factors affecting achievement. At Ulverston Victoria High School, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that all students have an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Ulverston Victoria High School is committed to inclusion, to the development of an ethos, culture, policies and practices that include all learners. We aim to engender a sense of community and belonging. We believe that education is more than academic attainment and involves the development of the whole child in our value driven environment of 'Victoria Values'.

This policy outlines the procedures and steps taken at Ulverston Victoria High School to ensure students who have disabilities or special educational needs are fully included in the school community. We have adopted the social model of disability. This model of disability views disability to be caused by the barriers that exist within society. This model places the emphasis on society or, in our case, school to do all that is reasonable to remove the barriers students experience and to empower students to engage fully with their education to ensure they receive an outstanding education.

Special Educational Provision (Code of Practice, 2015)

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or 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.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realize: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The areas of need defined by the SEND code of Practice 2014 are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

Objectives

1. To ensure the relevant guidance is implemented effectively across the school.
2. To ensure that all teachers recognize and embrace their role as teachers of all pupils, including those with additional barriers to learning. To ensure that a graduated response to pupil needs is in place. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate (*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils).
3. To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide specific input, matched to individual needs.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area (as far as is reasonable and with due regard to the efficient education of other children).
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning and to prepare them for adulthood and the world of work, further education and/or training.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Responsibility for co-ordination SEND provision

Ulverston Victoria High School recognizes that the responsibility for teaching pupils with special educational needs and disabilities within an inclusive environment lies with all members of staff.

- The Inclusion/SEN Coordinator reports regularly to the Governors on this area. The SEN Governor is Mrs. Nadia Hudson. The department has an Assistant SENCO and a Consultant SENCO.
- The SEN Inclusion Co-ordinator takes responsibility for working with Heads of Year, pastoral leaders and teachers and supports liaison with parents and other professionals in respect of children with Special Educational Needs or disabilities.
- Advising and supporting other practitioners in the setting.
- Through liaison with all members of the school community that appropriate Pupil Passports are in place and have appropriate pupil and parental contribution.
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Ensuring provision is allocated in the most effective way to meet student needs by managing the STA staff and preparing an annual budget for the Senior Leadership Team to guide decisions on the allocation of SEN provision.
- Ensuring that suitable assessment data is available to ensure that the needs of all pupils are identified and shared appropriately.
- Ensuring that all pupils with additional barriers to learning receive appropriate exam access arrangements.
- Ensuring that Statements and Education Health Care plans are implemented and reviewed in accordance with the SEN Code of Practice (January 2015).

- Ensuring appropriate referrals are made for Education Health Care Plans and external support agencies.
- Links with outside agencies and the LA.

Identification and Assessment Arrangements Support Monitoring and Review

There is a clear recognition that 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, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching and learning in school is monitored by the Senior Leadership Team.

Teaching staff receive regular input aimed at, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. This input is tailored annually as new cohorts of students join the school community.

The Ulverston Victoria Intervention Team meet on a twice-weekly basis to monitor the academic progress of pupils and this is completed through access to high quality assessment data including attainment in every subject area and the attitude to learning of pupils. This group and the safeguarding group also consider the pastoral needs. Concerns about the progress of pupils is brought to the Intervention Team/Pastoral meetings. When a student is identified as not making the expected progress intervention and strategies are identified through the Intervention group and implemented by all staff. Continuous reviews of student progress are made until the attainment of the pupil returns to the expected level based on National Data.

In addition to the interventions put in place in class, students at this point may access enhanced support, support via 'catch-up' sessions, learning mentors or through the the Engagement Centre, Family worker liaison, School Nurse or Townlands. Pupils at this stage may be supported through the TAC/Early Help process involving liaison with external agencies as appropriate. Intervention plans are created and regularly monitored through the **ASSESS-PLAN-DO-REVIEW** cycle.

Pupils and Parents are involved in this ASSESS-PLAN-DO-REVIEW cycle from initiation.

The process described above will be supported at this stage by more specialized assessment conducted by the SENCO, Engagement Centre or assessment data collected from Year 7 or when students entered the school system.

To support the process described above the following data is used:

- Baseline assessment results, such as CATS scores, reading and spelling assessment, writing assessment and numeracy assessments undertaken when students join the school.
- Progress measured against objectives in Literacy, Numeracy and other curriculum subjects.
- Curriculum descriptors for the end of a key stage.
- Progress measured against the P level descriptors.
- Teacher questionnaires
- Standardised screening and assessment conducted in Year 7 and Year 9.

- When students are identified as experiencing additional barriers to learning additional assessments such as the WIATT, LUCID screening, PHaB, BPVS, CTOPP2, TOMOL are undertaken.
- Observations of emotional and social development and the Attitude to Learning grades of all students are monitored.
- All students entering Year 7 have a full SEALs assessment which is followed by targeted intervention where necessary.

Following data analysis, the completion of the ASSESS-PLAN-DO-REVIEW cycle and classroom based intervention, a decision will be taken as to whether a student requires the additional support provided by a Student Passport and placement on the SEN Register. This decision will always be taken with parents.

Students are also placed on the SEN Register on entry to Ulverston Victoria High School if there is:

- An existing Statement of SEN (Education Health Care Plan). The SENCO attends Annual Reviews from Year 5 or earlier dependent on the complexity of student needs.
- Information provided by Health Services which calls for additional and different provision.
- Information from another school or LEA, which has identified or has provided for additional needs.
- Information provided at Transition.
- Staff referrals or notes of concern, which following assessment confirm a requirement for additional provision.
- Parental referral through the SENCO, Head of Year or Form Tutor. If parents have concerns about their child's progress, they are able to arrange a meeting at any time, Parents' Evenings, which are held regularly, provide additional opportunities for Parental referral.

The aim of intervention is always to ensure:

1. The attainment gap between the child and their peers is closed.
2. The attainment gap does not grow wider.
3. Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
4. Matches or better the child's previous rate of progress.
5. Ensures full access to the curriculum.
6. Demonstrates an improvement in self-help or social, emotional or personal skills.

Intervention

Initial intervention would be decided on by class teachers in discussion with the SENCO and Learning Support Team, parents and the student. Intervention recorded in Student Passports would be largely delivered in class by Form and Subject Teachers. Specific interventions for reading, writing and spelling may be agreed and would be delivered/monitored by Learning Support staff and teachers with parental support.

Similarly, numeracy interventions may be provided by class teachers with support from parents or LSU staff.

Where barriers to learning are already identified, students in Year 7 may be allocated a place in a Literacy or Numeracy Booster class or within a Language Group to meet their need in this area. In Year 8 and 9 additional literacy and numeracy support is provided through Key Skills groups, which are timetabled against the second language option and with spelling and reading programmes monitored by teachers and LSU staff.

Students with Social communication needs are supported by all staff through the Student Passport/IEP. Social Groups, which support skill development, are also provided as required by the LSU or Engagement Centre.

After intervention and assessment, some students will require additional support and may be referred to external agencies such as the Educational Psychologist, Specialist Teaching Service, CAMHS, or other supporting agencies. These referrals would be made after liaison with staff, parents and students. The recommendations of the external specialists are written into Student Passports after parental, student and staff consultation.

For students with Statements (EHC Plans) the provision agreed in the plan is provided by class teachers through the Student Passport and by a highly qualified team of Senior Teaching Assistants. The SENCO, Specialist Teaching Service, Educational Psychologist, Speech and Language Therapists, Occupational Therapists and Physiotherapists monitor progress and provide on-going advice.

Pastoral, medical and social support is available in the school for the whole school population. The response to student needs is graduated. It is the aim of the school to include all students in all aspects of the school community.

The needs of students with medical needs is met as inclusively as possible. Care is taken to ensure access is provided to lessons by timetabling and providing support as discretely as possible for students with medical needs. SEN staff in conjunction with the School Nurse work closely with parents, the Cumbria Health Service providers and the School Nursing Service to ensure that appropriate Health Care Plans are in place. Staff are trained to work effectively to meet students' needs prior to them joining the school community or as needs are identified. The school follows County and National guidelines in the administration of medicines and personal care. We work with Parents, Health Advisors and Pupils to ensure that effective Health Care plans, Personal Care plans, Handling plans, Fatigue plans and where necessary risk assessments are in place.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

The Schools Arrangements for SEN and Inclusion In-Service Training SECTION

The training needs of staff in relation to SEN are identified by the Senior Leadership Team with consultation with the SENCO

INSET is regularly delivered by the SENCO and a bank of advice sheets can be accessed by teaching staff in a file provided by the SENCO to each faculty.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school has NASEN membership.

The SENCO attends regular SENCO meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or at whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist and Specialist Teachers visit the school on request through completion of a SEND Early Help Assessment Form.

Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment.

The Specialist Teachers work directly with children where this is indicated on a Statement.

Specialist teachers also attend and contribute to Pupil Passport Reviews.

The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. School Nurse
3. Community Pediatrician
4. Speech Therapy
5. Physiotherapy
6. Occupational Therapy

Parents/carers are involved in the process of external agency involvement through the SEND Early Help process.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents/carers are always invited to contribute their views to the review process. All Student Passports and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- At Ulverston Victoria High School, we have established an Inclusive Transition programme. This programme involves regular primary school visits from the Transition Co-ordinator, SENCO, Engagement Centre staff and Senior Teaching Assistants where appropriate. Pupils visit school during year 5 and 6 and we attend all annual reviews. Contact is made with parents and a transition programme established for students with special educational needs. Students join the school when they have a Passport in place and staff have been briefed about their barriers to learning and useful strategies.
- As students prepare to leave school they are again supported through the development, enactment and monitoring of a Transition Plan. Inspira, Form Tutors, Pupils, Parents, Support Staff and the SENCO act to ensure that the transition plan drawn up for individual students is followed.

Links with Health and Social Services and any Voluntary Organisations

- All liaison with Services is undertaken in agreement with Cumbria protocols.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school ensures that all children have access to a balanced and broadly based curriculum, and that the programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual).
- Learning opportunities are planned to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. As policies are reviewed, an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs is included.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school does all it can within reason to ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print have this provided (eg, augmentative communication).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We also use technology as appropriate, for example, Text Read.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.
- Following a request for placement from the Local Authority Statementing Officer for a student holding an Education Health Care Plan the Head Teacher and Governors give careful consideration to the needs of the students and the schools ability to support the plan.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from external organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities.

Terminology, imagery and disability equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name-calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Listening to disabled pupils and those identified with additional needs

- We encourage the inclusion of all children in the School Parliament and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- All pupils contribute to the development of Pupil Passports.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/careers

We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall which is accessible.

Disability equality and trips or out of school activities

- We try to make all trips inclusive by planning and using accessible places.
- All children are welcome at our afterschool activities and we try to rearrange SEN transport as necessary.

Supporting Students with medical needs:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Suitable arrangements are in place for supporting students with medical needs. Health Care plans are agreed with parents and medical professionals and suitable training is arranged with Health professionals. This allows the needs of students with medical needs to be met within the school and on trips. Students are never excluded from trips on medical grounds and reasonable adjustments are always made. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

- Some students with medical needs have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school complies with national guidance for the administration of medicines within school.

Ulverston Victoria High School employs a nurse who has responsibility for the updating of HCPs.

ROLES AND RESPONSIBILITIES

- The SEN Governor is in regular contact with the SENCO and maintains a high level of awareness of legislation. The SEN Governor represents the students with additional learning difficulties on the Governor Committees.
- The Assistant to the SENCO works in partnership with the SENCO to ensure the smooth running of the Learning Support base. The post was initiated in April 2015.
- The highly qualified team of STA staff at Ulverston Victoria High School work under the guidance of the SENCO and Assistant SENCO. STA staff reduce the barriers to learning experienced by students in lessons and through close liaison with teaching staff to ensure successful inclusion. STA Staff are also responsible for the successful implementation of support programmes, work as keyworkers for students holding Education Health Care Plans.
- Mrs. Sue Hewson is the named teacher for Safeguarding.

- Mrs. Sue Hewson has responsibility for LAC.

Evaluating the success of the Schools SEN and Inclusion Policy

- Every data check includes analysis of the data we have on students covered by this policy. Grades are assessed against predicted grades, and progress against Passport targets is monitored. We also analyse data with reference to students experiencing social, mental and emotional health needs.
- Twice a year the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision.
- The SENCO meets annually with the SEN Governor to discuss Inclusion and current SEN. The SEN Governor leads governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures includes sampling of work and observations. Outcomes pertinent to SEN provision and planning are taken forward by the whole staff and used to build upon successful practice.

STORING AND MANAGING INFORMATION

All SEN information within school is dealt with sensitively and in accordance with school and County guidelines on confidentiality.

Dealing with Bullying

Ulverston Victoria High school takes every indication of bullying seriously. [Link to Bullying Policy](#). We consider every bullying complaint individually and the SENCO will work with SLT and the Pastoral leaders to ensure that bullying issues are dealt with appropriately for students with additional learning needs.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, raise it with the SENCO, in the first instance. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.

LINKS

- [Supporting Pupils with Medical Conditions](#)
- [Bullying Policy](#)
- [Local Offer](#)
- [Single Equality Scheme Policy](#)

Post 16 UVHS Sixth Form Policy

Ulverston Victoria High School Policy for Special Educational Needs, Disability and Inclusion includes our Sixth Form Facility

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Rationale:

Ulverston Victoria High School Sixth Form is committed to providing an appropriate and high quality education to students within the resources available. We recognize that pupils learn at different rates and that there are many factors affecting achievement. At Ulverston Victoria High School Sixth Form we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve his or her full potential. Attention is also taken to ensure students are prepared for their transition to college/university/ apprenticeships or working life.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that all students have an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Ulverston Victoria High School Sixth Form is committed to inclusion, to the development of an ethos, culture, policies and practices that include all learners. We aim to engender a sense of community and belonging. We believe that education is more than academic attainment and involves the development of the whole student.

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- has a significantly greater difficulty in learning than the majority of others of the same age, or 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.
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4. Sensory and/or physical needs

Objectives

1. To ensure the relevant guidance is implemented effectively across the Sixth Form.
2. To ensure that all teachers recognize and embrace their role as teachers of all pupils including those with additional barriers to learning and that a graduated response to pupil needs is in place. To provide full access to the curriculum through differentiated planning by teachers, tutors, SENCO, and support staff as appropriate.
3. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs.
4. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
5. To provide specific input, matched to individual needs, for example exam access arrangements.
6. To ensure that students with SEND are perceived positively by all members of the Sixth Form community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of students (as far as is reasonable and with due regard to the efficient education of other children).
8. To enable students to move on from us well equipped for adulthood and the world of work, further education and/or training.
9. To involve parents/carers at every stage in plans to meet additional needs.
10. To involve the students themselves in planning and in any decision making that affects them.

Responsibility for co-ordination SEND provision

Ulverston Victoria High School Sixth Form recognises that the responsibility for teaching pupils with special educational needs and disabilities within an inclusive environment lies with all members of staff.

- The Inclusion/SEN Coordinator reports regularly to the Governors on this area. The SEN Governor is Mrs. Nadia Hudson. The department has an Assistant SENCO and a Consultant SENCO.
- The SEN Inclusion Co-ordinator takes responsibility for working with Sixth Form Leaders and teachers and supporting liaison with parents and other professionals in respect of students with Special Educational Needs or disabilities. The SENCO liaises directly on a day to day basis with the Assistant Head of Sixth Form.
- Advising and supporting other practitioners in the setting.
- Through liaison with all members of the school community ensure that appropriate Pupil Passports are in place and have appropriate opportunities for pupil and parental contribution.

- Ensuring that relevant background information about individual students with special educational needs is collected, recorded and updated.
- Ensuring provision is allocated in the most effective way to meet student needs by managing the STA staff and preparing an annual budget for the Senior Leadership Team to guide decisions on the allocation of SEN provision.
- Ensuring that suitable assessment data is available to ensure that the needs of all pupils are identified and shared appropriately.
- Ensuring that all pupils with additional barriers to learning receive appropriate exam access arrangements.
- Ensuring that Education Health Care plans are implemented and reviewed in accordance with the SEN Code of Practice (January 2015).
- Ensuring appropriate referrals are made for Education Health Care and external support agencies.
- Ensuring that there is appropriate links with outside agencies and the LA.

Identification and Assessment Arrangements Support, Monitoring and Review

There is a clear recognition that teachers are responsible and accountable for the progress and development of the students in Sixth Form, including where pupils access support from teaching assistants, specialist staff or additional support from Sixth Form Staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching and learning in school is monitored by the Senior Leadership Team.

Teaching staff receive regular input aimed at, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The progress of Sixth Form students is carefully monitored by Sixth Form staff and Heads of Department with a careful overview by the Head of Sixth Form and the Sixth Form Progress Leader. Any concerns about progress or wellbeing would be directed initially to teachers, discussed with students and parents. They may then be referred to the SENCO, School Nurse or external support services depending upon the needs of the student.

Students at this point may access enhanced Tutorial input, Pastoral support, or Specialist provision provided by Townlands SEN Team, Engagement Centre, School Nurse or External Support Services. Students at this stage will be supported through liaison with external agencies as appropriate. Intervention plans are created and regularly monitored through the **ASSESS-PLAN-DO-REVIEW** assessment cycle.

Pupils and Parents are involved in this **ASSESS-PLAN-DO-REVIEW** cycle from initiation.

Students are placed on the SEN Register if:

There is:

- An existing Education Health Care Plan. The SENCO/Head of Sixth Form attends Annual Reviews if invited in Year 11.
- Information provided by Health Services which calls for additional and different provision.
- Information from another school or LEA which has identified or has provided for additional needs.
- Information provided at Transition.
- Staff referrals or notes of concern, which following assessment confirm a requirement for additional provision.
- Parental referral through the SENCO or Head of Sixth Form. If parents have concerns about progress they are able to arrange a meeting at any time.

After the Sixth Form based **ASSESS-PLAN-DO-REVIEW** cycle is completed and internal assessments and interventions have been applied, some students will require additional support and may be referred to external agencies such as the Educational Psychologist, Specialist Teaching Service or CAMHS.

The recommendations of the external specialists are written into Student Passports after parental, student and staff consultation.

For students with EHC Plans the provision agreed in the plan is provided through the Student Passport by teachers/tutors, and when appropriate the Assistant Head of Sixth Form, a highly qualified team of Senior Teaching Assistants, the SENCO, Specialist Teaching Service, Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Inspira monitor progress with Sixth Form staff and provide on-going advice.

Careful liaison between the School Nurse, parents, students and Cumbria Health Service providers ensures that appropriate Health Care Plans are in place. Staff are trained to work effectively to meet students' needs prior to them joining the school community or as needs arise. The school follows County and National guidelines in the administration of medicines and personal care. Handling plans, Fatigue plans and risk assessments are in place where necessary.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group.

The Schools Arrangements for SEN and Inclusion In-Service Training

The training needs of staff in relation to SEN are identified by the Senior Leadership Team with consultation with the SENCO

INSET is regularly delivered by the SENCO and a bank of Advice sheets are available in each faculty for easy access by teaching staff.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO attends regular SENCO meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services.

The Educational Psychologist and Specialist Teachers work directly with children where this is indicated in an Education Health Care Plan.

Specialist teachers who also attend and contribute to Pupil Passport Reviews.

Arrangements for partnership with parents/carers

Staff and parents/carers work together to support students identified as having additional needs.

Parents/carers are involved at all stages of the education planning process.

At review meetings with parents/carers student's strengths as well as barriers to learning are discussed.

Parents/carers are always invited to contribute their views to the review process. All Student Passports and reviews are copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress.

Parents/carers are able to make other appointments on request.

Regular communication between school and home ensures that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- At Ulverston Victoria High School Sixth Form we have established an Inclusive Transition programme. This programme involves liaison with feeder schools prior to the September of Entry.

Links with Health and Social Services and any Voluntary Organisations

- All liaison with Services is undertaken in agreement with Cumbria protocols.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- Sixth Form ensures that all students have access to a suitable curriculum.
- Learning opportunities are planned to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- Sixth Form does all it can within reason to ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any students.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- When students require information in formats other than print we endeavor to ensure this need is met. (eg: augmentative communication).
- We adapt printed materials to support access. We also use technology as appropriate, for example, Text Help Gold.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures to ensure students with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- When a student holds an Education Health Care Plan there will be liaison between the Local Authority Statementing Officer, parents/carers, Head teacher and SENCO to establish that the Students needs can be well met and will not impact on the effective education of their peers.

Disability equality and trips or out of school activities

- ULVERSTON VICTORIA SIXTH FORM tries to make all trips inclusive by planning in advance and using accessible places.
- All students are welcome at our enrichment activities and we try to rearrange SEN transport as necessary.