



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Special Educational Needs (SEN) Policy

Adopted: Spring 2016

Review date: Summer 2017

SEN Governor	Mr Steve Head
SENCo (include contact details and qualifications)	Miss Lindsey Everitt (SENCo) BA(Hons) PGCE MA National SENCo Award l.everitt@cowplainschool.co.uk
Who was involved in creating the policy and how	Miss Lindsey Everitt (SENCo) Dr Ian Clarke (Assistant Head) Co-wrote
Reference to statutory legislation	This revised policy takes account of the Education Act 1996, the new SEN Code of Practice 2015, the Equality Act 2010, statutory guidance published by DfE 'Supporting pupils at school with medical conditions', the policy of Hampshire Local Education Authority and the aims of The Cowplain School.
Links to other in-house policies	Accessibility Policy can be found at http://www.cowplainschool.co.uk/about-us/statutory-information/
Our values and vision for SEND in our setting	<ul style="list-style-type: none"> • raise the profile of Special Educational Needs and Disabilities (SEND) across the school for all teaching staff and students • identify Special Needs students early and accurately • assess students' individual needs • deploy appropriate resources to meet students' needs • inform staff of identified SEND students through the SEN Support List and Pictures of Need • ensure that staff are trained appropriately to equip students with the necessary skills to access the curriculum • ensure that parents of SEND students are kept fully informed of their child's progress and attainment • encourage students to become independent learners <p>Admissions Policy can be found at http://www.cowplainschool.co.uk/about-us/statutory-information/ Equality Act 2010 can be found at http://www.legislation.gov.uk/ukpga/2010/15/contents</p>
Definition of SEND, including what it is not, and other factors that may affect progress and attainment	<p>Definition of special educational needs</p> <p>In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.</p> <p>The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:</p>

	<ul style="list-style-type: none"> • have significantly greater difficulty in learning than the majority of children of the same age, or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions, and • are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them. <p>Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.</p> <p>Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.</p>
<p>Definition of SEND provision/SEN support</p>	<p>Definition of special educational provision</p> <p>For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.</p>
<p>Our objectives</p>	<p>The Cowplain School has a whole school approach to SEND policy and practice.</p> <p>The SEND Code of Practice makes it clear that individual subject teachers are responsible and accountable for the progress and development of SEND students in their classes, even where students access support from LSAs and/or specialist staff. High-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.</p> <p>In Year 7 students identified as requiring additional literacy and numeracy support may be offered intervention group support or 1:1 help in order to progress in these areas. Interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum are provided to all students on the SEND register who are failing to make progress. This may be in the form of in-class support from a Learning Support Assistant or individual/group work. This support will be regularly monitored and reviewed. Re-assessments of need are carried out as required and provision amended accordingly. Additional advice and support is sought from external agencies as appropriate, such as:</p> <ul style="list-style-type: none"> • School Educational Psychology Service (EP) • Hampshire Specialist Teacher Advisors (HIAS) • Communication and language team (CAL) • Relevant health professionals • Hampshire Personal Advisors <p>The Learning Support Department run a number of extra-curricular activities, including a Homework Club and Lego Club.</p> <p>The SEN Support List will be regularly updated as a result of Learning Support Department's assessments and the internal referral system. Students may be added to or removed from the register. Parents will be informed at the beginning of each academic year if their child is placed on the Register.</p> <p>Staff can access the SEN Support List on the school network and via SIMS. Staff are informed regularly of additions and</p>

<p>Our approach to identification</p>	<p>updates.</p> <p>All staff members have responsibility for identifying students with SEN. On entry in Year 7, all students sit base line assessments and are screened to identify their basic reading comprehension and spelling ages. Together with teacher assessment this forms an audit that enables the identification of the needs and level of provision for each student. Students starting at Cowplain other than in Year 7 are assessed where appropriate, on the basis of information shared by the previous school.</p> <p>Testing for reading and spelling will be repeated annually, or more frequently for those students following individual intervention programmes. Students with SEN may also be identified and assessed in one or more of the following ways:</p> <ul style="list-style-type: none"> • Recommendation from the Primary School • Recommendation from outside specialist agency • Request by families • Referrals by staff registering concern • Other test results • Collection of evidence from student's work • Concerns expressed by the student themselves <p>Students who have an EHCP or designated 'SEN Support' will have a Picture of Need which outlines strategies and targets. Students who have an Education, Health and Care Plan (EHCP) have Annual Review meetings. Parents of students with EHCPs are invited to the Annual Review Meeting. Parents of students with EHCPs and those designated 'SEN Support' will also be able to meet with the school termly upon request.</p> <p>Learning Support Assistants (LSAs) are deployed under the direction of the SENCo across all curriculum areas. The SENCo has a responsibility to ensure that the provision detailed on each pupil EHCP is being met. They are also deployed to provide additional support in classrooms for pupils in the Dyslexia Resource Provision and on the SEN Support List.</p> <p>The approach adopted by LSAs, under the direction of the SENCo, is to enable the SEN pupils to complete tasks independently with scaffolded support. Within the classroom LSAs are also directed by subject teachers to support any pupil that may enable learning to take place. LSAs may work with non-SEN pupils in order that the subject teacher may spend time working directly with SEN pupils. The SENCo follows the recommendations outlined in the DISS Report following extensive research into the effective deployment of support staff.</p> <p>The following areas of need are at the heart of assessment within the Learning Support Department.</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory or physical needs <p>A pupil is placed on the SEN Support List if they have an EHCP or if they meet the criteria for SEN Support according to Hampshire County Council Guidelines.</p> <p>Emotional Literacy support is available for pupils with Social, Emotional and Mental Health Difficulties. We work closely with organisations such as CAMHS to seek effective strategies for</p>
---------------------------------------	--

	pupils who need additional help.
Our partnering approach to involving parents/carers	<p>In line with the School's aims, parents are encouraged to work with staff and consequently parents are always welcome to visit the school by appointment.</p> <p>We encourage families to help organise and support programmes of work, implement outside agency recommendations and fulfil student targets.</p>
Record keeping, monitoring and data management	<p>The Learning Support Department maintains a SEN Support List, adds SEN information to SIMS and keeps a Provision Map to advise and inform staff.</p> <p>Where pupils are being taught in intervention groups, or one to one, their progress is carefully tracked and monitored.</p>
Funding	Support available to meet the needs of SEN pupils includes in-class support, targeted interventions, subject teacher differentiation and emotional literacy support. Four times a week there is an SEN Homework Club supported by members of the Learning Support Team.
Working with external partners	<p>The SENCo works closely with Specialist Teacher Advisors and other outside agencies to ensure we have a range of effective strategies in place for pupils with SEN.</p> <p>When needs are more complex, the Educational Psychology Service can be accessed by arranging consultation sessions with EPs.</p>
Supporting transition	Our school runs a comprehensive transition programme for all pupils and additional transition opportunities for SEN pupils. The SENCo will meet with all feeder school SENCos early in the Spring term to discuss the individual needs of all SEN pupils. Additional meetings will be arranged with SENCos from other schools where SEN pupils are to attend our setting. Additional visit by the SEN team from Cowplain.
Safeguarding	Child Protection and Safeguarding Policy can be found at http://www.cowplainschool.co.uk/about-us/statutory-information/
Staff training	<p>The Learning Support Team has training every week. Sessions cover the wide range of Special Educational Needs that pupils may have. Training is delivered either in-house by the SENCo, subject teachers or other members of staff or by bringing experts into the department, eg training on particular medical conditions.</p> <p>The SENCo attends all Hampshire County Council SEN update meetings and the SEN Secondary SENCo Annual Conference.</p> <p>Subject teachers are trained regularly to enable them to meet the needs of individual pupils.</p>
Requesting EHC needs assessment	<p>The SENCo can request that Hampshire County Council SEN carry out a full assessment to see if an EHCP is necessary to meet the needs of pupils with the most complex needs.</p> <p>Families are encouraged to seek an appointment with the SENCo if they are concerned about their child's needs not being met.</p>
Complaints process	In the first instance any complaints should be made to the SENCo or follow the procedure set out in the Complaints Procedure. The Complaints Procedure can be found at http://www.cowplainschool.co.uk/about-us/statutory-information/
Appendices	

This SEN Policy and the outcomes will be evaluated every year.

Signed by

_____ **SEN governor**

Date:

_____ **Headteacher**

Date:

_____ **SENCO**

Date:

This document will be reviewed every year