



Special Needs & Disability (SEND) Policy

Status	Statutory	Date created	March 2017
Any other statutory names for this policy (where applicable)		Date first approved	March 2017
Responsibility for this policy	SENDCo	Date last reviewed	May 2021 September 2021 & December 21
Governors' Committee with responsibility for its review	Teaching and Learning Committee	Frequency of review	Every two years
		To be put on the website	Yes
Approval necessary	Whole Governing Body		

Learning Support Department

Mrs Miranda Crafts, Special Educational Needs Coordinator (SENDCo)
Mrs Donna Fox, Learning Practitioner and Dyslexic assessor
Mr Vivek Varia, Learning Assistant
Miss Yudy Lucero, Support Assistant and PP Coordinator
Mr Nicholas Burgess, SEND Governor
SEND Student Ambassadors

1 Aim

Aylesbury High School is an inclusive school which values diversity and does its best to ensure that each student at Aylesbury High School (AHS) reaches their full potential and is supported to do so. We are keen that students with SEND feel empowered through the support that they receive. It is important that that our SEND students are prepared for life after school and are equipped with the knowledge and understanding about their special needs to allow them to confidently move onto the next stage in their lives

The aim of the SEND Policy at AHS is to ensure consistency in the:

- Definition of SEND
- Identification and assessment of SEND
- Provision for SEND within subject areas
- Responsibility of the SENDCo
- Responsibility of all teachers for their students with SEND.

2 Legislation

Both this policy and the School's SEND information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3 Definition of SEND

The school welcomes diversity and seeks to help each student reach their full potential. In accordance with the Special Educational Needs and Disability Code of Practice 2015 (Department of Education), "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 has a disability which prevents or hinders either them from making use of educational facilities of a kind generally provided for others of the same age".

We support our students in the four areas of need as defined by the SEND Code of Practice 2015	
Social and communication issues	Speech and language difficulties (SpLD) Autistic Spectrum Disorder (ASD) or Asperger's Syndrome
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Anxiety and related disorders Depression and severe low self-esteem Obsessive compulsive disorder (OCD), ASD and Asperger's
Cognition and learning	Dyslexia, Dyslexic type difficulty Dyspraxia, Developmental coordination disorder (DCD) Organisational difficulties Specific Processing Speed Difficulties
Sensory and/or physical needs	Visual impairment Hearing impairment Physical Difficulties Medical issues requiring physical adaptations at school

4 Objectives

AHS aims to:

- Celebrate each individual's efforts, achievements and encourage them to be proud of their differences

- Guide students to become independent learners by understanding their difficulties and give them the confidence and resilience to seek the appropriate help in the future
- Identify students with a barrier to learning
- Provide appropriate support for SEND students
- Provide clear guidance, information and support to all school staff, governors and parents regarding SEND matters.

Where a potential need is recognised a **graduated approach (Assess, Plan, Do Review)** is put into place. The student's needs and desired outcomes are at the centre of this approach.

5 Assessment

The SENDCO involves the student and parents in the process of identification and assessment of a possible SEND need. Parents are always encouraged to contact the SENDCO to raise any concerns about their child.

Teachers are required to share their observations and concerns at an early stage.

The SENDCO works with Heads of Year to examine data from assessments and LAGS to identify if there are any patterns that could be explained by a SEND difficulty.

Students identified with a potential Specific Learning Difficulty such as dyslexia will be assessed using more formal assessment tools with consideration of the concerns, observations and individual assessments made by subject teachers. A round robin is put into place, allowing all teaching staff to share their observations to allow us to build up a picture of evidence of need. Students will be screened using the electronic screening software, Lucid Exact and Lucid Recall, and if necessary our in-house assessor, will carry out a formal assessment.

The SENDCO will suggest and direct parents to outside agencies if the SEND needs to be explored and assessed by an external professional.

Plan and Do

The SEND Code of Practice 2015 places the teacher at the centre of the day to day responsibility for working with all students, including those with Special Educational Needs. Inclusive Quality First Teaching, differentiated for individual students, is therefore the first step in our response to SEND students.

This means teaching which:

- appeals to the learning preferences of all students i.e. multi-sensory teaching
- encourages students to become independent learners
- makes students recognise how they 'learn to learn'.

We devise support plans, called One Page Profiles (OPP) in collaboration with the student, external agencies and parents that focus on strategies that will allow the student to access the curriculum taking into account their learning needs

We expect all students to make progress and if the progress is not at the expected level we will intervene. In addition to inclusive quality first teaching, more targeted support and evidence-based interventions matched to an individual's needs will be considered. These might be in or outside the classroom, in small groups or one to one. When a student is withdrawn from a lesson, care is taken to avoid them missing the same lesson twice.

Any intervention will be student centred and will include consultation and collaboration with subject teachers. The SENDCo will meet with parents, students and subject teachers, as appropriate, to discuss activities, support, responsibilities and strategies that will help to improve progress.

At KS4, A small group of GCSE students may be invited to take one less GCSE so that we can proactively support them through their GCSE course. We have a rigorous identification process in place that determines which students, if any, may benefit from a reduced curriculum

Review

The review process is a crucial part of the graduated approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students. Review is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is based on more formal assessments, observations and work scrutiny.

If a student continues to make little or no progress, despite targeted support matched to their needs, the school:

- will seek specialist support from external agencies
- will request, where appropriate, a statutory assessment of the student's needs.

6 Education Health and Care plan - EHCP

When evidence suggests a student is still not making progress despite being supported, the school will apply initially for High Needs Block Funding (HNBF). If the student meets the criteria for an EHCP, the school will make an application after consultation with the student, their parents and staff. The school will involve external agencies and an updated Support Plan and OPP, with revised targets and strategies, will be drawn up. The student will receive support as directed by the EHCP if the criteria is met. In this instance the Support Plan will be updated and reviewed termly, with a mandatory annual review. Appropriate training and communication will be offered to teaching staff in this situation to ensure the needs of the student can be met. The school admits students who already have EHCPs and makes appropriate arrangements for their support.

7 Monitoring the progress of students with SEND

Regular assessments are used to monitor every student's progress and thereby identify their needs. Regular assessments are made by the subject teacher including: baseline assessments in Year 7 (CATS), class assessments, termly progress tracking and school exams from Year 9. These are recorded by the teacher

on SIMS, thereby enabling progress to be monitored and further action to be taken. The SENDCo monitors the data relating to SEND students in order to monitor the progress of these students more closely and to keep track of how they are progressing in relation to the rest of the year group.

It may be necessary for the SENDCo to observe a student in class, monitor their work or liaise with the appropriate Head of Year about attendance or the progress of the student.

8 Responsibilities

Overall the SENDCo is responsible for:

- Overseeing the strategic implementation of SEND support and coordinating a whole school approach towards SEND at Aylesbury High School
- The effective transition into Year 7 of students already identified with SEND (in collaboration with the Head of Year 7 and SENDCos from feeder schools)
- The day to day implementation of the SEND Policy
- Keeping accurate records for all SEND students
- Sharing information with teachers about the SEND students they teach
- Applying for HNBF and EHCP assessments.
- Ensuring teachers have the skills, knowledge and understanding to provide high quality teaching for all students including students with SEND. Whole Staff training is part of the school's INSET programme. Learning lunches are offered in different areas of SEND throughout the year.
- A student centred approach to SEND
- Forming a partnership of support between the school, student and home and external agencies
- An individualised approach to meeting the needs of those students with an EHCP
- The Annual Reviews of students with an EHCP
- Working with the Examinations Officer to process and implement all access arrangements (i.e. examination concessions, such as extra time, rest breaks, computer access and modified papers)
- Working with Matron to ensure that students with medical needs (both temporary and permanent) can access the curriculum, activities and learning environment
- Informing teachers of access arrangements and their responsibility for providing 'evidence of need as normal way of working'
- Line managing the Learning Assistants with a focus on specific interventions
- The representation of SEND students in terms of academic progress, attendance, participation in House and other extracurricular activities, exclusion and bullying.

The SEND governor will:

- Be the voice for SEND and the SENDCo on the governing board and to ensure that the needs of learners with SEND are considered as part of strategic decision-making..

- Monitor the arrangements for SEND at AHS. SEND is a standing item on the agenda of the Teaching & Learning Committee and every governor is a governor of SEND
- Support and challenge all senior leaders (including the SENDCo) to verify that the needs of learners with SEND are being met effectively. a.

The Headteacher/ SEND LT link will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Subject Teachers are responsible for:

- Providing information about students with additional needs to the SENDCo
- Keeping up to date with advances in SEND provision
- Setting appropriate targets for the SEND students in their class
- Using the information provided on the OPP to ensure appropriate provision through differentiated planning
- Monitoring the performance of their SEND students
- Using appropriate resources to accommodate those with SEND
- Reporting to parents and others on the progress of the SEND students.

Learning Assistants will:

- Work with the SENDCO to provide the best possible strategic support for SEND students
- Provide a supportive, safe and encouraging environment in Support Central for those students who use their time out card and leave lessons.
- Carry out 1 to 1 and group interventions that provide academic, emotional and social support
- Work and liaise with teaching staff to help provide the best ways of students accessing their education in the classroom
- When appropriate, work with students in the classroom to access their learning in the best way possible.
- Support the SENDCo in carrying out administrative tasks such as record keeping or collating work for students who are dual registered

Parents/Carers of students are responsible for:

- Positively influencing their child's expectations about education
- Being aware of, and complying with, the SEND Policy
- Assisting their children to access activities and support provided by the SEND team and other external agencies which will offer them appropriate support and/or challenge to meet their needs.

Students will:

- collaborate with the SEND team to produce a One Page Profile to share information about their difficulties.
- engage with the additional support provided
- ensure they attend the interventions and appointments they are provided

- question when they do not understand or they feel uncomfortable with support that is in place for them.
- work towards being independent and not over rely on support

9 Access Arrangements

Access Arrangements such as extra time, rest breaks, use of IT are awarded to some SEND students in examinations. It is important that we follow the JCQ guidelines in awarding them. Evidence of need, a normal way of working and assessment reports are required before the applications are made to JCQ. The SENDCo works with students and the exams officer to ensure that the most appropriate access arrangements are put into place and implemented.

- SEND students will be encouraged to change colour pen once they start to go over the allocated time in their homework/assessment tasks
- Assessments/tests where extra time was allowed need to be closely monitored and impact measured
- Evidence will be sent to the SENDCo in order to build up a picture of need for extra time. This evidence will be filed to support compliance with JCQ regulations.

Use of computers in public examinations

- Computer use needs to be established as a student's normal way of working by consistent use in the classroom to complete work. There is a school procedure for allocating this provision.
- Typing speed & accuracy will be assessed regularly as part of a student's SEND provision - ensuring they are fully equipped with the necessary skills.

10 Medical Conditions

Reasonable adjustments are made in response to the individual medical needs of students at AHS and access arrangements put in place as required under JCQ regulations during external exams. Medical evidence will be required in the form of a letter from a GP or specialist working with the young person.

11 Documents of reference

- The Children and Families Bill and the Special Educational Needs Code of Practice 2015
- JCQ Access Arrangements

12 Local Offer

The Local Authority's "Local Offer" is published online and can be found at <https://familyinfo.buckinghamshire.gov.uk/send/>

It is important that if you are not happy with the SEND provision that your child is receiving that this is communicated as soon as possible to school. If you are not happy at any point, your first port of call is to speak to your child's subject teacher. If you feel it is not resolved then your next step is to speak to the SENDCo. Again, if you feel this still does not resolve the situation, your next step is to speak to the Headteacher. If you are still not happy with the resolution

offered, you will need to follow our Complaints procedure which can be found in the downloadable policies section on our website.

[Complaints Policy](#)

13 Links with other policies and documents

This policy should be read in conjunction with the following policies:

Send Annual Report - Please see the report on our website under Key Information & Policies

[Accessibility Policy and Plan](#)

[Behaviour and Exclusion Policy](#)

[Equality Diversity and Community Cohesion Policy](#)

[Supporting Students with Medical Needs](#)

[Acceptable Use of ICT Policy](#)

COVID 19 SEND Policy Appendix

Whilst Aylesbury High School is partially closed due to Covid-19, the SEND team will continue to support their students as far as they can in the following ways:

- Providing guidance to staff on differentiating work for SEND students
- Ensuring the availability of Miranda Crafts, SENDCo, (via mobile phone and email) to school staff, students and parents to discuss and support remote learning
- Monitoring and evaluating the support that is being put into place
- Regularly communicating and checking in on students identified as requiring support
- Continuing to support students and parents undergoing the EHCP process
- Working with SEND students to produce a support plan to help them to transition back to school.

The SENDCo will gain advice from relevant professionals as to the best ways of supporting students transition back to school once a date for reopening is agreed.