

COCKBURN SCHOOL

Specialist status in the Performing Arts



Learning for Life

SEND Policy

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Definition of Special Educational Needs

In this policy and according to the 2014 new code of practice, the definition of SEN is as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

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 disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others in the same age in mainstream schools or mainstream post-16 institutions'.

The SEND code of practice 2014 states that a student can be identified as having a SEN need if they are making less than expected progress in relation to their age and circumstance:

- Significantly slower than that of their peers starting from the same baseline.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers.
- Widening the attainment gap.

Mission Statement

At Cockburn we fully support and value the abilities and potential of all students. It is our duty to provide equal opportunities for every individual in our care and a safe and fully equipped learning environment which caters for the needs of every student. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

Cockburn adopts a whole school approach to Special Educational Needs and all staff work to ensure the inclusion of all students. The school is committed to ensuring that all students with Special Educational Needs achieve optimal educational outcomes regardless of ability.

Aims and Objectives

Cockburn aims to provide all students with a broad and relevant curriculum whilst enabling all students the opportunity to be involved in whole school life. This is in line with the National Curriculum and the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- to ensure that all students with Special Educational Needs have their needs identified as early as possible in order to support academic progression and continued good physical and mental health and wellbeing
- to ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently and make progress from their starting levels of attainment
- to ensure all students can access a balanced curriculum differentiated where appropriate to meet individual needs and strengths
- to ensure that all students with Special Educational Needs are able to fully access the curriculum by providing additional support or additional resources where appropriate and by removing barriers to learning.

Our objectives are to:

- Identify the needs of students with Special Educational Needs as early as possible. Any staff member can report concerns to the SENCo.
- monitor the progress of students in order to aid the identification of all with Special Educational Needs and ensure they are able to reach their potential
- Make appropriate provision to overcome all barriers to learning and ensure all students have full access to the National Curriculum. This will be coordinated by the SENCO and Zone Leaders and

will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for

- Work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding Special Educational Needs procedures and practices, providing regular reports on their child's progress and providing information annually as a minimum on the provision at Cockburn
- Work with outside agencies when students need further support.
- Create a school environment where students feel safe to voice their opinions and discuss their own needs. This means organising regular meetings between students, parents/carers Teaching Assistants and the SENCO and will be continued through carefully monitoring the progress of students.

Arrangements for coordinating Special Educational Needs provision

The SENCO holds files and documents for all students with Special Educational Needs. This information contains reports that in most instances will be simplified and disseminated appropriately to parents and carers, staff and other professional where appropriate.

In most cases staff at Cockburn will be informed of a student's particular Special Educational Needs via secure school email providing information and details along with strategies to support the needs of that student. All information from SENSAP is passed to the SENCO through synergy gateway, this is Leeds councils' secure document system.

All staff can also access the following information on Frog, SIMS or in the SEN folder:

- Cockburn Special Educational Needs policy;
- List of students who have statements or education, health and care plans
- Practical Advice, teaching strategies, and information about types of Special Educational Needs and disabilities;
- Student Summaries
- Information held on the school's SIMS systems to record and monitor information about individual students.

Special Education Needs categories

A student who has been identified as having a special educational be placed in one of the four broad categories:

- Communication and interaction (including autism spectrum condition and speech and language).
- Cognition and learning (including specific difficulties such as dyslexia and dyscalculia).
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

If a student has been identified of having a special needs they will appear on Sims with a K for 'SEN support'. Or S if they have a statement or an E for Educational Health and Care Plan.

Cockburn School along with Leeds Local Authority also use the following coding system to refer to a student's specific need:

- A- Cognitive and learning
- B- Visual impairment
- C- Hearing impairment
- D- Physical disability
- E- Communication and interaction
- F- Social, emotional and mental health
- G- Medical needs

Identification of students’ needs

Students are identified as having Special Educational Needs based on a graduated approach. This recognises that all students learn and progress at varied rates and need varied levels of intervention to meet their needs.

Quality First Teaching – the first step:

‘All teachers are teachers of students with SEN’- code of practice 2014.

The code of practice 2014 stresses that high quality first teaching along with differentiated tasks and resources is the first step in responding to students who have or may have a SEN need.

When deciding if a SEN could be identified the teacher and SENCo should consider all information gathered about the student including: observations, work samples, examples of progress, all relevant data on the student alongside national data and expectations of progress.

At this stage it is good practice to discuss with the student and their parent/carer the student’s area of difficulty or need. Gather viewpoints in order to decide on the next steps in order to support the student. It may be decided that further support in class is appropriate, teaching style may need to be adapted and further differentiation put in place. Or it may be decided that the student requires further support and moves onto SEN support.

SEN Support- the second step:

Sen Support means that a student has been identified as having a SEN need and that the school should take action in order to remove barriers to learning and put special education provision in place that follows a graduated response. Under SEN support the support is above what students who are meeting their progress will receive.

A graduated approach follows the ‘assess, plan, do, review’ cycle.



Assess- gather all information on the student including data, targets, examples of work and observations. This should have already been done or worked towards if considering identifying special education needs of a student.

Plan- set targets and develop an action plan of what you want the student to achieve, by when and how they can achieve including strategies and interventions in place.

Do- implement any interventions and strategies. This can be whole group teaching, small groups or 1:1 support.

Review- Reassess and review the plan, if barriers to learning have been removed and expected progress is made students may be removed from SEN support although they may need continuous support and the cycle may need to be reviewed and implemented again.

Parents and staff along with student's views will be considered at every stage. School will work closely with parents to keep them informed of progress and any concerns. The student may also be given a pupil profile/passport. The passport will outline their strengths and weaknesses and provide staff with a variety of strategies to support the student whilst also outlining how the student can help themselves. The student will work on the pupil profile with the SENCo and a member of staff they feel comfortable with.

Examples of interventions at SEN support include:

- Active literacy kit Dyslexia Programme
- Toe-by-Toe Reading Programme
- 1 to 1 and small group teaching through the school's Learning Resources Centre
- Independent travel training
- Learning support unit
- Counselling and therapeutic support
- Social skill groups
- Speech and language groups in school
- Footsteps and Southway
- Numicon teaching in mathematics as well as the maths discovery centre offering small group teaching for students to make expected progress in maths.
- Emotional literacy, Cognitive behaviour therapy and starring the gremlin series all support SEMH students.

School may involve specialists from outside agencies to advise them on early identification of SEN and effective support and intervention. Where a student continues to make less than expected progress, despite evidence based support and interventions that are matched to the students' needs then the school may consider involving specialists including those from outside agencies or from within school itself. The SENCo can liaise with specialists and outside agencies to ensure the students' needs are met.

Examples of outside agencies and specialists include:

- Visually Impaired Team
- Hearing Impaired Support Team
- (STARS) Specialist Teachers Autism Response Service
- Engage Team – Social, Emotional and Behavioural Support
- Physiotherapy Support Services
- Travellers Educational Support Programme
- Social Care Services
- Educational psychologist team
- SENIT- special education needs inclusion team
- Speech and language therapist
- Occupational therapy
- Attendance Strategy Team

Education, Health and Care Plan- the final step:

If despite purposeful and relevant action to identify, assess and meet the students SEN need through a graduated approach and through support from specialists and outside agencies a student still has not made progress, then an Education, Care and Health Plan may be considered (EHCP). Schools will need to provide clear evidence of the interventions and support they have put in place in order to support the student. The SENCo can make a request for an education health and care plan from the local authority. Parents and carers can make a request also.

The educational psychologist will provide the local authority with their advice regarding the needs of the student, based on their consultations, assessments, and views of the family and the student.

If a student is provided with an Education Care and Health Plan then the SENCo, staff within school, specialists, health, care, the families and the student will work together to discuss the needs of the student and also what is important for that student.

The student will play an important part in this meeting as it is all about how we can meet their needs and what we can do in school to meet their aspirations, wishes and views. Outcomes will then be set to meet these wishes.

The student may have their plan up until the age of 25 if it is still relevant and required.

Facilities for students with Special Educational Needs

Cockburn School fully complies with all aspects of legal accessibility guidelines for students with Special Educational Needs. Physical environment support includes the use of lifts to all floors, non-flickering lighting, wheelchair access to all areas and acoustic tiling to support students with a hearing impairment. In addition, we have adjustable tables and work surfaces including sinks and cookers for students with physical disabilities.

Assistive technology includes modified keyboards and controllers, speech recognition tools, IPAD's and the use of laptops in lessons and in examinations.

Curriculum access includes support in lessons for students with a Statement of Special Educational needs or an Education Health and Care Plan, through a personalised curriculum and a focus on specific learning styles. Support is also provided through access arrangements including readers, scribes and the use of extra time in all formal examinations if students with Special Educational Needs meet the criteria.

Access to the curriculum, information and associated services

Students with Special Educational Needs will be given access to the curriculum through specialist provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual student. Support in class will not automatically be allocated to students unless it is clear they will benefit from an additional member of staff. Students will be encouraged to be as independent as possible in the hope that support and provision can be removed as soon as possible.

In almost every case, all students with Special Educational Needs will be taught alongside their peers in a mainstream classroom setting. Where this is not possible, for Health and Safety reasons, the SENCO will initially meet with the Headteacher and then consult with the student's parents for other flexible arrangements to be made. In these very rare instances, guidance will be sought from Leeds City Council as to a positive handling plan and risk assessment being put into place until alternative provision can be organised.

The school curriculum is regularly reviewed by senior and middle leader to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students. This includes learning outside the classroom.

It is our aim to ensure all resources for students with Special Educational Needs provisions are being used effectively and efficiently in order to support the curriculum and enable students to reach their full potential. The school does this by:

- Keeping staff fully informed of the Special Educational Needs of all students they are responsible for including sharing progress reports, medical documents and parent/carer information.
- Providing regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. Cockburn staff are kept

up to date with teaching methods which aid the progress of all students including those with Special Educational Needs.

- Using in-class provision and support effectively to ensure the curriculum is differentiated where necessary.

Evaluating the success of provision

In order to make consistent continuous progress in relation to Special Educational Needs provision the school encourages feedback from staff, parents and students throughout the year. This includes questionnaires and informal interviews throughout the year to continually improve Special Educational provision.

There is an annual formal evaluation of the effectiveness of the school's Special Educational Needs provision and policy. The evaluation is carried out by the Senior Leadership Team, SENCO and Special Educational Needs Governor. Information is also gathered from different sources such as student and parent/carer surveys, teacher and staff surveys, feeder primary school questionnaires and responses from key workers based outside school. Evidence collected helps inform school development and improvement planning.

Working in partnerships with parents/carers

Cockburn believes that a close working relationship with parents/carers is vital in order to ensure:

- a) Early and accurate identification and assessment of Special Educational Needs leading to the correct intervention and provision being made
- b) Continuing social and academic progress for children with Special Educational Needs is not hindered by a lack of communication
- c) Personal and academic targets are set and met effectively

The SENCO welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year. Parents are also kept up to date with their child's progress through termly progress reports and subject surgeries alongside regular reviews for students with a Statement of Special Educational Needs or EHCPs.

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual student need. The SENCO will also signpost parents to key workers, the local authority including Parent Partnership where independent and impartial advice, guidance and support may be obtained.

If an assessment or referral indicates that a student has additional learning needs the parents/carer and the student will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on all points of action drawn up in regards to the provision for their child. The Head of School Mr R Dixon, SLT strategic link for SEND Emma Husband, the school SENCO Mrs Holly Womersley and the Special Educational Needs governor, Mr Ray Tough, may be contacted at any time in relation to Special Educational Needs matters.

Transition arrangements Year 7

Special Educational Needs students coming to Cockburn in year 7 have an extensive transition programme from primary school. Close links have been forged between primary colleagues to identify year 5 and 6 students with Special Educational Needs who require additional support for the transition to Cockburn in year 7. The Transition package includes taster days where students spend the day at Cockburn meeting staff, students and become familiar with the building and facilities. These days are tremendously successful and staff and colleagues are hugely positive of the impact of these additional

visits on students' social and emotional development. Students are invited to attend the Taster Sessions if they:

- have a Statement of Special Educational Needs and/or FFI Funding
- are considered to be vulnerable or staff feel they will struggle to settle in early September
- are working at significantly below the expected levels and will need additional support to remember key staff, become familiar with the layout of the school and will need encouragement to make friends
- if they have an Autistic Spectrum Disorder and will need support remembering different routines, the layout of the building and new staff

This is not an exhaustive list and all students are welcome to attend the sessions.

Authorised tests used in assessment

Cockburn has access to the following battery of tests used by the SENCO to assess student levels of competence and plan appropriate intervention strategies. These standardised tests provide comparable national data on which to assess students.

(BPVS) British Picture Vocabulary Scheme- a test to measure receptive vocabulary.

(YARC) York Assessment Reading Comprehension - a reading fluency, spelling and comprehension test.

(WRAT) Wide Range Achievement Test - as test of spelling, single word reading and mathematical computation.

(DASH) Detailed Assessment of Speed Handwriting - a test of speed handwriting and timed handwriting exercises.

GL assessments for Dyslexia screener and Dyslexia portfolio.

These tests can also be used as evidence to inform the application for access arrangements. The SENCO holds the relevant qualifications to administer the tests and arrange for access arrangements therefore ensuring that all students can access the assessment.

Local Offer

Cockburn School has issued a local offer which is in line with the SEN code of practice 2014. The local offer outlines the support a student with SEN would receive if they wished to study at Cockburn School. This is available on the schools VLE, Frog and on the school's website.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of a child with Special Educational Needs an appointment can be made to speak to the Headteacher or SENCO who will be only too happy to discuss this further. If, however, it is felt that the complaint has not been resolved, the SENCO will be only too happy to advise on the formal procedure to complain which in the first instance is the school governors. If further support is required advice can be given by contacting SENSAP at:

Adam's Court
Kildaire Terrace
Wortley
Leeds
LS12 1DB

0113 3951100