



The Derby High School  
POL020  
Special Educational  
Needs/Disability (SEN) Policy

Audience: Public

# SPECIAL EDUCATIONAL NEEDS/DISABILITY (SEN) POLICY

## OUTLINE

The Derby High School recognises that all children have learning needs and that for some these individual needs become special educational needs.

Whilst it is recognised that children with SEN are not a readily defined and discrete group, for the purposes of its policy the school adopts the legal definition provided by the SEND Code of Practice 2014.

A child is classed as having SEN if:

- a. Special educational provision must be made for him or her.
- b. He/she has a significantly greater difficulty in learning than the majority of others of the same age.
- c. He/she 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.

## REVISION LOG

Change Date	Reason for change	Details	Approved By
Summer 2015	Document Created	First Revision	School Governing Body
Summer 2016	Annual Review		School Governing Body
Summer 2017	Annual Review		School Governing Body

## BACKGROUND

### **Legislative framework:**

The Derby High School SEN/D policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 2011
- Special Educational Needs & Disability Code of Practice: 0 to 25 years 2014
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010

## QUALITY FIRST TEACHING

The school recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of Quality First teaching and learning.

Only in a small minority of cases will a child have special educational needs of a severity or complexity which require a Statement of SEN or Educational Health Care Plan.

## EAL

Children who have English as an additional language (EAL) are not regarded as having special educational needs as a matter of course.

Further advice can be found on issues relating to the interface between SEN and EAL in Policy, Procedures and Guidelines to Meet the Needs of the Bilingual Pupil with Special Educational Needs.

## FUNDAMENTAL PRINCIPLES

The Derby High School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN/D students whom they teach.
- SEN/D students will have their needs met.
- The views of the students and parents/carers are sought and taken into account.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential. Our school will endeavor to support parents / carers through the process of transition and adjustment.
- SEN/D students are offered full access to a broad, balanced and relevant education, including an appropriate curriculum and 14-19 pathways.
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with other educational providers such as Elms Bank, PLC and Bury College to meet the needs of the students
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth and well supported transition at each transition stage for the student.

## SCOPE OF THE POLICY

This policy applies to all children and young people in The Derby High School between the ages of 11 - 16 who have SEND and whom the school has a statutory obligation as defined by the Education Act 2011 and the SEND Code of Practice 2014. The policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEND process, i.e. governing body, parents/carers and statutory/voluntary agencies.

## PRINCIPLES AND VALUES

The key values and beliefs which underpin The Derby High School's SEND Policy are:

- Equal value and respect for all
- Equal opportunity for all
- Recognition of individual differences with special regard for children with special educational needs
- Life-long development through the provision of appropriate learning opportunities
- A constant search for improvement in the quality of service
- Commitment to both the spirit and statutory requirements of legislation, including partnership between pupils, parents/carers and professionals
- Promote high standards of education for children with SEND
- Encourage children with SEND to participate fully in their school, community and take part in decisions about their education
- Work with other statutory and voluntary bodies to provide support for children with SEND.

These principles and values within The Derby High School's policy are underpinned by the following broad aims:

- Early intervention
- Promoting inclusive education
- Partnership with parents/carers and carers
- Promoting high expectations
- Equality of opportunity
- Sharing responsibility
- Continuum of high quality provision
- High quality specialist teaching staff
- Procedures which are clear and effective
- Monitoring, review and evaluation
- Partnership with Children and Young People
- Quality First Teaching

## SPECIAL EDUCATION NEEDS COORDINATOR (SENCO)

The SENCO working closely with the head teacher, senior management, the T.A team and fellow teachers, should be closely involved in the strategic development of this policy and the provision of this policy. The SENCO has responsibility for the day to day operation on this policy and for coordinating provision for pupils with SEN.

## PROMOTING INCLUSIVE EDUCATION

The Derby High School believes that inclusive education is a human right, is good education and makes good social sense. It is recognised that inclusion is a process requiring collaborative input from schools, parents/carers, LA support services, other agencies and the broader community.

## PARTNERSHIP WITH PARENTS AND CARERS

The best results are achieved where parents/carers, schools and L.A.s work in partnership. In working towards this principle The Derby High School SENCO will:

- Encourage use of Bury Parents' Forum and IASS with trained independent parental supporters
- Assist parents and carers in their understanding of special educational needs procedures, school-based provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services
- Provide opportunities for mediation and discussion where necessary
- Meet parental preference for school placement subject to the requirement that the individual child's special educational needs can be met; that the education of other children will not be adversely affected and that resources are efficiently used
- Ensure that assessment and review processes seek and take account of the parents'/carers' and child's views wherever possible
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of children with special educational needs and the range of different disabilities
- Provide clear descriptions of the support services available for children with special educational needs and the provision within the LA.
- Provide clear information about the range of voluntary and statutory agencies which may be able to assist parents/carers of children with special educational needs
- Value families as the prime educators of their children
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding
- Develop and promote open, honest and effective means of communication about the needs of children who have SEN/disabilities
- Deliver information in an appropriate and accessible form that takes into account the diversity of The Derby High School community
- Recognise that families/carers need and deserve appropriate, impartial and honest information about the services that are available.

## PROMOTING HIGH EXPECTATIONS

The Derby High School will set high standards for children with special educational needs with an expectation that they will achieve their full potential.

## EQUALITY OF OPPORTUNITY

Children with SEND are entitled to equality of opportunity in all aspects of educational provision and the greatest possible access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle the school will ensure that:

- All children are valued equally
- Special educational needs will not be considered a barrier to learning at The Derby High School
- All children will be expected to make progress regardless of gender, disability, race, faith and culture
- All children have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources is to enable children to access this curriculum
- Additional resources will be allocated to those children with the greatest need. This will be achieved through adherence to the SEND Code of Practice 2014 and to the staged approach to the identification and assessment of special educational needs.

## SHARING RESPONSIBILITY

The school recognises that parents and carers are their child's first educators.

Meeting children's special educational needs is a shared responsibility. Working towards this principle the school will share responsibility with a range of other partners and agencies. The school believes that the interests of the child can best be served by viewing identified difficulties as a whole. Procedures overseen by the SENCO will recognise the importance of sharing information and collaboratively devising support programmes for children with special educational needs.

This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.

- Transition to High School
- Transition from KS3 to KS4
- Planning for post 16 provision
- All points where additional needs are identified

## CLEAR AND EFFECTIVE PROCEDURES

Procedures for identifying children with special educational needs and for monitoring their progress should be clear, effective and straightforward. Any such procedures will take account of the Code of Practice 2014 on the identification and assessment of special educational needs. In working towards this principle, the SENCO will:

- Where required, complete assessments and applications for Educational Health Care Plans (EHCP) and SEN Support Plus.
- Prepare EHCPs which are clear and thorough, and which set out the child's educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review
- In co-operation with parents and L.A., make arrangements to ensure that EHCPs are reviewed annually and the appropriate action taken where required
- Ensure decisions about how and where a child's special educational needs should be met, involve consultation with parents/carers and, wherever possible, will take into account the child's own views
- Ensure procedures for identifying children with special needs and for monitoring their progress are clear, effective and straightforward.
- Ensure procedures are in place to ensure the views of parents/carers and children are sought within the statutory review process as well as those of the professionals involved
- Regularly monitor, record and evaluate SEN children in relation to their individual targets.

## PARTNERSHIP WITH CHILDREN AND YOUNG PEOPLE

We believe that partnership with young people is essential in relation to SEN and carers have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their child's own SEN.

Children and young people have the right to have their views, expectations and needs taken into account in all planning.

We recognise that effective action for learners with SEN will often depend on close co-operation between the school (SENCO), the L.A., the health services and social services. We are committed to implementing such co-operative arrangements in order that services for individual children and families can be as seamless as possible.

- All children have the right to learn together, develop relationships and prepare for life in the mainstream society
- All children should be encouraged to develop a positive sense of self-image and a pride in their own identity
- All children should be encouraged to accept and value differences



## CONCLUSION

This policy for SEND will be made available and accessible to parents/carers, colleagues and all stakeholders. It will be kept under review basis and any proposed changes will be reviewed by Governors.