



**STEPNEY GREEN**  
**MATHS, COMPUTING & SCIENCE COLLEGE**

**SPECIAL EDUCATIONAL  
NEEDS & DISABILITIES  
POLICY**

Reviewed: July 2020

Date of next review: July 2021

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## Definition

Students have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the Local Authority.

There are four broad categories of SEN:

- Communications and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

Students are not 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 are taught.

SEN provision is provision which is additional to, or different from, the educational provision made generally for students of the same age in maintained schools in this borough.

## Principles and Objectives

Our school values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEN as early as possible in students' school careers
- monitoring progress
- working collaboratively with parents/ carers and outside agencies
- involving students in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEN held by all staff and governors is carried out
- removing barriers to achievement and success

## Identification, Assessment and Provision

'Every teacher is a teacher of SEN/D'

At Stepney Green Maths, Computing & Science College we have adopted a whole-school approach to SEN policy and practice. Every effort is made to ensure that students identified as having SEN/D have full access to the school's curriculum and are included in all aspects of school life. The DfE SEN Code of Practice (2014) makes it clear that all teachers are teachers of students with special educational needs.

Class teachers are responsible for identifying students with SEN and, in collaboration with the SEN Faculty, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified and whether or not a student is making progress is seen as a significant factor in considering the need for SEN provision.

### **Early Identification**

‘Assess - Plan - Do - Review’

Early identification of students with SEN is a priority. The school uses Ks2 data, appropriate screening and assessment tools, and ascertains student progress through:

- Evidence obtained by teacher observation/ assessment
- Student progress in relation to core subject targets
- Standardised screening or assessment tools
- Reports or observations
- Records from feeder schools
- Information from parents
- National Curriculum results
- External exam results

Provision for students with SEN is a matter for the school as a whole. In addition to the governing body, the Headteacher, Assistant Headteacher for Inclusion, the SENCo and members of Learning Support Faculty, all other members of staff have important responsibilities to identify, understand and support students with special educational needs. All teachers are teachers of SEN/D.

Teaching students with SEN is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of a wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with SEN, there may be a need to provide an enhanced level of provision that supports and enhances their learning.

### **Transfer Arrangements**

Students with previously identified SEN will be identified to the SENCo via the admissions procedures. Stepney Green Maths, Computing & Science College maintains good links with feeder primary schools and the SENCo attends meetings including Annual Reviews of Education, Health and Care Plans/ Statements and Team Around the Child (TAC) meetings relating to prospective students. Similarly, our school will liaise closely with the next place of learning, and send on all relevant SEN/D information, should a student leave the school.

### **Graduated Response**

Our school adopts a graduated response to meeting a student’s SEN. This begins with the use of classroom and school resources, before bringing in the support of additional external resources.

From September 2014, the two SEN categories of School Action and School Action Plus will be replaced with the single category known as 'SEN Support' (K).

### **School Action → SEN Support**

When a student is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN Support indicated with the code (K) in the school's database.

The triggers for intervention through SEN Support could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management strategies usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/ or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If our school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. Our school SENCo will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues, and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

In some cases outside professionals from Health or Social Care may already be involved with the student. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCo, with the parent's permission, will contact them for specialist advice.

## Nature of intervention

The SENCo and the student's subject teacher should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to Local Authority (LA) support services for one-off occasional advice on strategies or equipment or for staff training
- to provide effective intervention without the need for regular or ongoing input from external agencies.

## School Action Plus → SEN Support

The category School Action Plus, now known as SEN Support (K), is characterised by the involvement of external services such as special needs advisory teachers, education psychologists and other specialist providers. Involving external support services will usually mean discussion with parents/ carers, observation of the child, and more specialist assessments so that they can advise on fresh targets and accompanying strategies can be given. This will inform the school's planning, support and monitoring of the student. The triggers for this type of intervention could be that, despite receiving an individualised programme and/ or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

From September 2014, Statements of Special Educational Need will be replaced by Education, Health and Care Plans. All new assessments will be for EHC Plans. Current Statements will be reviewed, through the Annual Review process, through to 2017. This policy will be updated to reflect this change.

### **School request for Statutory Assessment**

For a few students the help given by schools through SEN Support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a Statutory Assessment. Where such a request is made, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- the school's action of Assess – Plan – Do – Review
- individual education plans (IEPs) or provision map for the student
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- National Curriculum levels attainments
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by the Social Care or Education Welfare.

When the Local Authority receives a request for Statutory Assessment, it must decide within six weeks whether to carry out such an assessment. If the assessment is carried out, this will either result in the student being given the Statement/ Education Health Care Plan (EHCP) status or a Note in Lieu if the Local Authority decides a Statement/ EHC Plan would not be appropriate.

It is very rare that a student of secondary school age is awarded a Statement of Special Educational Needs. A Statement/ EHC Plan may be deemed appropriate by the Local Authority where a student requires a non-mainstream setting.

### **The E-HA Early Help Assessment**

Where a student has unmet needs which are unclear, the school may initiate an E-HA.

The E-HA is a key part of delivering frontline services that are integrated and focused around the needs of children and young people. The E-HA is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England.

The E-HA will promote more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The E-HA will also help to improve integrated working by promoting co-ordinated service provision.

The usual outcome of an E-HA is a Team Around the Child (TAC) meeting which is the group of people (often from a range of agencies) who work together, with the parents, to identify an action plan to meet the student's needs. This meeting is facilitated by the Lead Professional, someone chosen by the parents to co-ordinate the team.

### **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against students with SEN/D and has due regard for the practice advocated in the New Code of Practice, (Sept. 2014) in that 'admissions authorities:

- must consider applications from parents of children who have SEN/D but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEN/D but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan' (CoP 1:27)

### **In Partnership with Parents and Students**

Stepney Green Maths, Computing & Science College firmly believes in developing a strong partnership with parents and that this will enable students with SEN/D to achieve their potential. Our school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

Our school considers parents of SEN/D students as valued partners in the process. Depending on age and appropriateness, SEN/D students will also be encouraged to participate in the decision-making processes affecting them.

### **The Role of the SENCo**

The SENCo plays a crucial role in the school's SEN/D provision. This involves working with the Assistant Headteacher for Inclusion, the Headteacher, and the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEN/D
- Liaising with, and giving advice to, fellow teachers
- Managing member of the Learning Support Faculty
- Overseeing and monitoring students' records
- Liaising with the parents/ carers
- Making a contribution to INSET and staff briefings
- Liaising with external agencies, Local Authority support services, Health and Social Care services,
- Careers Service, and voluntary bodies.



### **The Role of the Governing Body**

The Governing Body's responsibilities to students with SEN/D include:

- Ensuring that provision of a high standard is made for SEN/D students
- Ensuring that a SENCo is identified to co-ordinate SEN/D provision
- Ensuring that SEN/D students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN/D policy
- Reporting to parents on the school's SEN/D Policy including the allocation of resources from the school's delegated budget.

### **The Role of the Class Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN/D students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student
- In collaboration with the SENCo, develop Student Support Plans for SEN/D students. The extent of the SENCo's involvement is at the discretion of the school.
- Working with SEN/D students on a daily basis to deliver the individual programme set out in the Student Support Plan/ provision map
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN/D policy

### **The Role of the Headteacher and Assistant Headteacher for Inclusion**

The responsibilities include:

- The oversight of the day-to-day management of all aspects of the school including the SEN/D provision
- Keeping the Governing Body well informed about SEN/D within the school
- Working closely with the SENCo and members of the Learning Support Faculty
- Informing parents of the fact that SEN/D provision has been made for their child
- Ensuring that our school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **Allocation of Resources**

The Governing Body monitors the allocation of funds from the school budget to support appropriate provision for all students requiring it, in support of heeding the objectives set out in this policy.

At Stepney Green Maths, Computing & Science College:

- teaching staff are qualified teachers who are able to teach students with SEN/D
- additional training for teachers and Teaching Assistants (TAs) is available through a rolling programme of Continuing Professional Development (CPD)
- differentiated resources are used to ensure students are able to access the curriculum
- all staff are kept well-informed about the strategies needed to manage student's needs effectively
- the Learning Support Faculty comprises a team of the SENCo, Assistant SENCo, Teaching Assistants (TAs), a Learning Support Centre Manager (who is 2nd in department), and a Learning Mentor
- the Learning Support Faculty has a base in which intervention work with students is accommodated
- the school has been adapted to provide easy access for wheelchairs
- we have access to the expertise of Local Authority services and other agencies, if required

### **Evaluating the success of our SEN/D policy**

The Governing Body will report annually on the success of the policy, considering the views of:

- Teachers
- Parents
- Students
- External professionals

The success of the policy and provision is evaluated through:

- Monitoring of classroom practice by our School Leadership Team, the SENCo, Key Stage and Subject Leaders
- Analysis of student tracking data and test results for individuals and cohorts
- Value-added data for students
- School self-evaluation
- Visits from the LA Inclusion Team and OFSTED
- Meetings with parents, both formal and informal, to plan and revise provision and celebrate success

### **Raising Concerns**

Where parents/ carers have concerns, they should contact our school through their child's Tutor in the first instance, who will liaise with the Head of Year and SENCo. In the case of the student having a CAF, the Lead Professional might be more appropriate person to contact. If parents/ carers are unsure of who to contact, they can always contact the Head of Year who will assist them in finding the most appropriate person to help.

In the event of a complaint parents/ carers are advised to request a copy of our school's Complaints Procedure.

The Parent Advice Centre (PAC) provides a range of support for parents/ carers of students with SEN/D including Independent Parent Supporters and parent training about the Code of Practice. They can be contacted on 020 7364 6481.

<b>Review</b>
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This policy will be reviewed annually by the Full Governing Body.