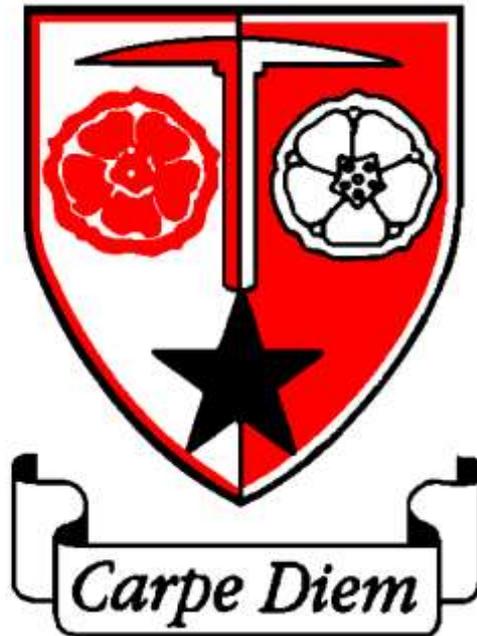


# Audenshaw School



## SEND Policy and Information Report

This policy is reviewed every year by the Standards Committee.

### History of document

Issue No	Author/Owner	Date written	Approved by the Standards Committee	Approved by Governors	Comments
Issue 1	Elizabeth Warner	14/05/2021	11/06/2021	11/06/2021	
Issue 1.1	Elizabeth Warner	09/05/2022	13/06/2022	13/06/2022	Reviewed and updated

## **OUR MISSION**

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

## **OUR VISION**

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

## **AUDENSHAW SCHOOL SAFEGUARDING STATEMENT**

**This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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## 1. Aims

Audenshaw School's SEND policy and Information Report aims to:

- Set out how our School will support and make provision for students with Special Educational Needs and Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Educational access and inclusion at Audenshaw School is concerned with ensuring equal opportunities for all students, regardless of ethnicity, attainment or background.

Audenshaw School is an inclusive school and, as such, the governors and staff believe that the learning achievements, attitudes and well-being are of paramount importance.

The School aims to provide a broad and balanced curriculum in a supportive and disciplined environment. Appropriate targets are set so that all students can reach or fulfil their potential, whilst responding to the diverse learning needs of the School community.

For the Learning Support Department, access and inclusion has two elements: firstly, the identification of those students who have significant barriers to learning and participation and secondly, the subsequent allocation of support to minimise these barriers through the implementation of effective intervention strategies to ensure that all of our students access the whole secondary curriculum.

Tameside Local Authority also produces a Local Offer for parents and carers of children with Special Educational Needs or a Disability (SEND). The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services that they and their family can expect from a range of local agencies - including their statutory entitlements; and make clear what is available for their child from early years settings, schools, colleges and other services, and also including health and social care. It covers provision for children and young people from birth to 25 and includes information on education, health and social care services.

## 2. Legislation and guidance

This Policy and Information Report is based on the following statutory guidance:

- 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, SEND co-ordinators (SENDCOs) and the SEND information report

### **3. Definitions**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENDco and the Learning Support Department**

Audenshaw's Learning Support Department staffing is as follows:

Mr J Tupman – Special Educational Needs Co-ordinator (SENDCo),

Mrs S Norry – Learning Support Assistant

Ms S Ridler – Learning support Assistant

Ms R Hall- Learning Support Assistant

Ms S Robinson- Learning Support Assistant

Mrs R Butt - Learning Support Assistant and EAL support

#### **4.2 The SENDCo (with support and assistance from members of the Learning Support Department) will:**

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the School.
- To assess students with marked weaknesses in literacy and numeracy at their point of entry into the School. Once identified, such students will be provided with the appropriate interventions and support to make significant academic improvements.
- To arrange and conduct Annual Review Meetings for those students with an EHCP, liaising with parents, the LA and other support agencies involved in the educational welfare of these students.
- To co-ordinate the transition of students with identified special needs from primary to secondary school through liaising with primary school SENDCo and teachers, outside agencies, the Year Leader of Year 7 at Audenshaw School and members of the Senior Leadership Team.

- To consult with parents/ carers about their child's special learning needs and inform them as to how these needs are being met in School.
- To offer assistance, advice and training to other members of staff on effective strategies to improve and support the learning of children with special learning needs.
- To compile and maintain the School's Special Needs Register.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of impactful provision made to support individual students with SEND support.
- Advise on the deployment of the School's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the School keeps accurate records of all students with SEND up-to-date

#### **4.3 The SEND Governor**

The SEND governor is Mr W Longden.

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the School and update the governing board on this
- Work with the Principal and the School's SENDCo to determine the strategic development of the SEND policy and provision in the School

#### **4.4 The Principal**

The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the School
- Have overall responsibility for the provision and progress of learners with SEND

#### **4.5 Classroom teachers**

Each classroom teacher is responsible for:

- The progress and development of every student in their class
- Working closely with Learning Support Assistants or other specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision

- Ensuring they follow this SEND policy and use information and strategies provided to help inform their teaching, such as the School's Alert List

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for:**

Our School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and/ or multiple learning difficulties.

### **5.2 Identifying students with SEND and assessing their needs:**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents:**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/ carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are, and when these will be reviewed

- Notes of these early discussions will be added to the student's profile and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment from other key stages
- Other teachers' assessments from previous Key Stages (including Key Stage 2) where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of students and their parents
- Advice from external support services, if relevant.

#### Efficacy in Literacy and Numeracy:

The Learning Support Department tests all students in Year 7 in reading fluency, comprehension, spelling and numeracy. We use recognised standards tests such as the Vernon spelling test and NGRT reading and comprehension test.

The WRAT 5 Numeracy Assessment determines which students are to receive support in Maths from the Learning Support Department and what form that support will take. Students identified normally have a standardised score below 85 for numeracy.

From this data, the following levels of interventions will be arranged and put into place. Parents will receive a letter explaining the provision they will be accessing during that academic year.

Interventions may include:

- Being taught in small nurture groups with the aid of a Learning Support Assistant
- Withdrawal from form time to complete additional interventions such as the Lexia Literacy Programme and Phono-Graphics for Literacy and the SSER Numeracy Programme, and Number Shark to further support students to improve their Numeracy proficiency.

All students' progress and attainment is monitored by assessments at regular intervals at each school assessment point and in June of each year. When students achieve functional levels (standardised scores of 85 or above), they may be returned to mainstream classes as considered appropriate.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## Other Special Learning Needs

The Learning Support Department also provides support for students who do not require literacy or numeracy support, but who do have conditions which present them with significant barriers to learning and progress. Students who fall into this category include children who have hearing or visual impairment, cerebral palsy, ADHD, Dyspraxia or who are on the Autistic spectrum. The following strategies may be used to aid learning:

- visual aids to orientation given to student – colour coded timetables, maps and equipment check sheets
- Learning Support Assistants are timetabled to attend form periods to monitor transition (and beyond if necessary)
- When restrictions allow, students are offered the use of the ‘Chill Zone’, the School’s library or Inclusion Room
- When restrictions allow, students can attend a before and after School Homework Club during which they will have support to check and clarify homework requirements, help prioritise homework, and help to complete tasks set by their teachers
- Students may be allowed to borrow one of the School laptops
- Students are invited to attend a Games Club at lunchtime. This is supervised by the School’s SENDCo and Learning Support Assistants: students are encouraged to play board games/card games. This provides dedicated space for more vulnerable students, where they can improve their socialising skills and/or help them to co-operate with others. We also offer a ‘Social Club’ and Lego Therapy.

The department recognises the need to handle these situations sensitively and consult with parents and carers as to which of these strategies would best benefit their child.

### **5.5 Supporting students moving between phases and preparing for adulthood**

The Learning Support Department will:

- When restrictions allow, encourage all new students with SEND to visit the School prior to starting in September
- Liaise closely with staff from other schools when transferring or receiving students from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If necessary, visit the primary school to meet with Year 6 teachers, SENDCo and parents/carers to ensure appropriate transition arrangements are made
- Ensure ongoing observation and assessment to provide feedback about which level of intervention is appropriate and communicate this with parents
- Where appropriate, the Learning Support Department will set up an initial transition meeting with parents/carers and relevant agencies to discuss students with an EHCP
- For post 16 provision, a career adviser will provide career guidance and support prioritising SEND students. This can take the form of support for parents and students with course applications, induction days and advice on a relevant pathway based on skills, interests and qualifications.

- The Learning Support Department will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this process.

## **5.6 Our approach to teaching students with SEND:**

Teachers are responsible and accountable for the progress and development of all students in their classes.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

All staff have access to individual student profiles which has specific strategies to support each student. This information is available to all staff on the School's 'Alert List' which is regularly reviewed, updated and disseminated.

We make the following adaptations to ensure all students' needs are met through:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting all available resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and offering other such specialist equipment including pencils, pens, scissors, writing boards and grips
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also work with the following agencies to provide support for students with SEND

- Communication, Language and Autistic Spectrum Service - CLASS
- Tameside Educational Psychology Service
- Tameside Sensory Support Service (Hearing Impaired Service & Visual Impairment Service)
- Youth and Family Team.
- Multi Agency Autism Team (MAAT)
- Integrated Services for children (ISCAN)
- Healthy Young Minds (HYM) and Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Branching Out – for issues surrounding substance use
- General Practitioners
- Police
- School Counsellors and the School Nurse
- Children's Social Care – Early Help and Social Workers
- You Think – for issues surrounding sexual health awareness.

## **5.7 Expertise and training of staff:**

Our SENDCo has seven years of experience in this role. He has the National Award in Special Educational Needs and the Certificate in Psychometric Testing, Assessment and Access Arrangements. His teaching role includes supporting students in Maths.

He is allocated nine hours a week to manage SEND provision.

We have a team of four Learning support assistants, including one higher level teaching assistant (HLTA) and one who specialises in supporting students who have English as an Additional Language; they are all trained to deliver SEN provision

In the last academic year, two Learning Support Assistants have been working towards to a Level 3 Learning Support Certificate and have had training in delivering Lego Therapy, Zones of Regulations techniques, Comic strip conversations and Lexonic Leap

We use two specialist staff for delivering bespoke support in Literacy and Numeracy.

### **5.8 Other Equipment and facilities**

Visual aids to aid orientation, colour coded timetables, maps and equipment check sheets. laptops, specialist equipment to support visual or hearing impairments, overlays, pencils, pens, writing boards, fidgets and grips.

### **5.9 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of initial interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHCP's

### **5.10 Enabling students with SEND to engage in activities available to those in the School who do not have SEND:**

All students are included in all parts of the School curriculum and we aim for all students to be included on School trips (when restrictions allow). We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the School environment, wherever possible.

When restrictions allow, a variety of after School clubs are provided during lunchtimes and after School. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some students find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of students or spend long periods of time outside. We provide a nurture area (Chill Zone, Games Club and the School Library) to support this and passes will be issued where necessary. Each child's needs will be considered on an individual basis.

### **5.11 Support for improving emotional and social development:**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the School's Leadership Teams
- Students with SEND are also encouraged to be part of the lunchtime Games Club to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying

#### **5.12 Complaints about SEND provision:**

Concerns about SEND provision in our School should be made to the SENDCo in the first instance. Anyone then wishing to make a complaint will then be referred to the School's Complaints' Policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.12 Contact details for raising concerns:**

Mr J Tupman, SENDCo

Tel; 0161 336 2133

Email; tupmanj@audenshawschool.org.uk

#### **5.13 The Local Authority Local Offer:**

Our local authority's local offer is published here: <https://www.tameside.gov.uk/localoffer>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by Mr J Tupman SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will then be approved by the governing board.

### **7. Links with other policies and documents**

This document also links to our policies on:

- Inclusion Policy
- Literacy Policy
- Numeracy across the curriculum Policy
- Teaching and Learning Policy
- Word Processor Policy