



# **SARACENS**

## HIGH SCHOOL

### **SPECIAL EDUCATIONAL NEEDS/ DISABILITY (SEND) AND INCLUSION POLICY**

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# 1. Introduction

At Saracens High School we welcome and value all pupils. We strive to deliver a fully accessible social and academic curriculum. We continually adapt our systems and structures: curriculum, building, attitudes and values in order to make the school an inclusive, welcoming environment.

The policy is in keeping with the school's aims, its teaching and learning policies, policies on equal opportunity and behaviour for learning. The school is committed to a policy of inclusion: one in which the teaching, learning achievements, attitudes and well-being of all pupils' matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

The Governing Body expects that all pupils, regardless of ability and behaviour, are valued equally at Saracens High School. SEND pupils are not viewed as a separate group but are part of the whole school approach. Different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum.

## 1.1 Objectives & Guiding Principles of the SEND/Inclusion Policy

- Value all pupils and staff equally
- Offer pupils with special educational needs the same experiences as their peers and ensure all pupils make adequate progress in reaching their personal potential.
- Provide an inclusive education, whereby all pupils' needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each pupil.
- Identify and assess early individual learning needs through assessment procedures and discussion with colleagues and the Special Educational Needs and Disabilities Co-ordinator (SENDCO).
- Encourage and support all staff to take responsibility for meeting the learning needs of all pupils in their care.
- Encourage all parents to recognise that they have a joint responsibility with the school to meet their child's special educational needs.
- Differentiate the work in pace, style, challenge and content according to the pupil's age, gender, experience and identified learning need.
- Work with the pupil to create a pupil profile which sets out strategies which have been agreed together to support the pupil.
- Work in partnership with parents and pupils, keeping parents fully informed of progress.
- Discuss with pupils, and agree with them, targets for their learning.
- Prepare and provide Provision Maps (extra strategies to improve pupils' learning) for pupils who require special educational provision and with an EHC Plan under the Code of Practice, and review these as necessary
- Prepare and provide subject specific reports for EHC pupils.
- Use a consistent approach to SEND throughout the school in accordance with this policy.
- Provide appropriate provision for pupils with SEND.
- Develop the skills of staff in SEND issues and initiatives.
- Ensure the Single Equality Scheme and guidance are implemented effectively across the school.
- Recognise that inclusion in education is one aspect of inclusion in our society.

## 1.2 Definition of Special Educational Needs

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be 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 will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/Pupilsupport/sen](http://www.education.gov.uk/schools/Pupilsupport/sen)

One significant change arising from the reforms is that those children with the most complex needs, are supported through an Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on London Borough of Barnet's SEND Local Offer website: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnet that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## 1.3 Learning Challenges:

*Pupils may need support if they have:*

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- A specific learning difficulty which may or may not be linked to a cognitive disability.
- A speech and language impairment affecting their ability to comprehend.
- A behavioural impairment affecting their ability to concentrate and therefore to learn effectively.
- A sensory impairment.
- A physical disability.
- An emotional disability which can affect their ability to learn.

- A syndrome which limits the extent to which they can access the curriculum as easily as their peers.
- An extended period of absence. This could occur for a variety of reasons.
- Pupils who speak English as their second language.
- Pupils who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well.

## 2. Admissions and Inclusions

Pupils with SEND will be admitted following procedures adopted by the London Borough of Barnet and the school's admissions policy. Pupils with an Education, Health and Care Plan will be admitted where this is in accordance with the parents' preference and where this is compatible with the efficient education of other children. With the introduction of the Single Equality Scheme in April 2012 the right to a mainstream place for pupils with disabilities has now been strengthened. Should a place for a pupil with a disability be requested, the pupil cannot be refused a place on the grounds of that disability unless the Governing Body gives specific reasons why it cannot make reasonable adjustments for the pupil.

## 3. Roles and Responsibilities

*Key individuals:*

- Principal (the responsible person under the Code of Practice);
- Vice Principal (lead for culture and inclusion)
- Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- Link Governor for SEND;
- Class teachers;
- Learning Support Assistants;
- Grow and Thrive team;
- Outside agencies.

The SENDCO is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for pupils with special educational needs.
- Liaising with and advising colleagues.
- Liaising with pastoral colleagues concerning issues of behaviour management.
- Managing Learning Support Assistants, SEND teachers, and Grow and Thrive staff.
- Overseeing the records of all pupils with special educational needs and monitoring their individual academic performance and progress over time.
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff and encouraging staff development.
- Liaising with external agencies including the LA's support and psychology services, health, social services, and voluntary bodies.
- Reporting progress or otherwise against set targets to Principal/Vice Principal (line manager).
- The annual account of income received and how it was spent, to be available for the local authority, Secretary of State, or other appropriate bodies as requested.

## 4. Current Procedures for Graduated Response (Assess, Plan, Do and Review)

### 4.1 Identification:

See definition of **Special Educational Needs** at start of policy.

**A graduated approach: 'Every Teacher is a Teacher of SEND'. Quality**

**First Teaching: 'The baseline of learning for *all* pupils'.**

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

### 4.2 SEN Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the school SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### 4.2.1 Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also

be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

A pupil joining the school from primary school with SEND has a starting point or 'benchmark' upon entry against which progress can be measured. This information is gained from the primary school prior to the pupil entering the school. This makes use of national data and teacher assessments as well as specialist testing or assessments. Pupils with SEND have agreed targets to support them in making adequate progress which is tracked and monitored over time. Progress is monitored using the methods discussed above and supported by the following methods:

- Group targets
- Value added data
- Reading and spelling assessments
- Literacy and numeracy targets
- MIDYIS testing
- Progress against Estimated Attainment Pathways

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **4.2.2 Plan**

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Year Lead, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **4.2.3 Do**

The Learning Coach, Year Lead and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Learning Support Assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

#### **4.2.4 Review**

Reviewing pupil progress will be made at academic data collection points. The review process will evaluate the impact and quality of the support and interventions. The SENDCO will revise the support in the light of pupil progress and development, will make any necessary amendments going forward in consultation with parents and subject teachers.

## 5. Referral for an Education, Health and Care (EHC) Plan

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCO and Pastoral Leader if applicable.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-health-and-care-plans--ehcp-.html>

### 5.1 Education, Health and Care Plans (EHC) Plan

1. Following Statutory Assessment, an EHC Plan will be provided by the London Borough of Barnet, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the EHC Plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the SENDCO in school.

## 6. Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.



Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the partnership of schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

### **6.1 Intervention**

*Depending on the evidence gathered, and the results of review discussions with parents/pupils this might include:-*

- In class support
- Differentiated learning materials
- Specialist equipment
- Home Learning Club
- Mentoring – Key Workers for EHC Plan and vulnerable pupils
- Tuition in a small group with a specialist teacher
- Social skills support
- 1:1 tuition
- Reduced or tailored personalised curriculum

### **6.2 Ensuring Access to the Curriculum for Pupils with SEN: The SENDCO and Senior Leaders are responsible for:**

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Saracens High School SEN Information Report.
- In-class provision and support being deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition being available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Putting arrangements in place to support pupils with medical conditions.

### **6.3 Inclusion of Pupils with SEN**

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils, from external support services.

### **6.4 Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Learning Support team offer an open door approach where parents can access the SENDCO regularly. Further feedback from parents can be given at any time through email contact available on the school website. Information is gathered from different sources such as pupil and parent surveys/teacher and staff surveys/parents' evenings/ consultation evening/ report feedback forms.

## **7. Working in Partnership with Parents**

Saracens High School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND link governor may be contacted via email through the school in relation to SEND matters.

## **8. Staff Development and Funding**

We aim to provide opportunities for all staff to develop their ability to meet pupils' individual needs. The financial provision for SEND will be monitored by the SENDCO, Senior Leadership Team /Governors and will be reviewed in the School Improvement Plan and the school's annual budget.

Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses will disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within the school and in other schools.

## **9. Complaints Procedure**

We aim to prevent formal complaints arising by our policy of parental involvement at all stages of action relating to a special need. Should there be a complaint about the school's SEND provision it is dealt with at three stages:

- Concerns are discussed first with the Principal.
- Formal complaint is made in writing to the Governing Body
- Formal complaint is made in writing to the Local Authority

## **10. SEND Policy – Review**

The Governing Body will regularly review the provision for pupils identified with SEND and consider the effectiveness and impact of the work done by the school. This policy will be reviewed every two years.