



Queen's Croft High School

SPECIAL EDUCATIONAL NEEDS POLICY AND SEN INFORMATION REPORT

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Introduction

This policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority. It takes account of the following documents:

- **The Equality Act** (2010)
- **SEN Code of Practice** (which takes account of the SEN provisions of the **SEN and Disability Act 2001**) 2014
- Statutory Guidance on **Supporting Pupils at school with medical conditions** (2014)
- The **National Curriculum** in England secondary framework document (2014)
- **Teachers' Standards** (2012)

It should be read in conjunction with the following school documents:

- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy

This policy has been formulated in consultation with stakeholders.

Queen's Croft High School is a generic special school catering for children with a range of special educational needs. These include, but are not limited to:

- Moderate learning difficulties
- Severe learning difficulties
- Autistic Spectrum Disorders
- Profound and Multiple learning difficulties
- Visual impairment
- Hearing Impairment
- Emotional, Social and Behavioural difficulties

The school serves a wide geographical area around Lichfield but also taking students from Birmingham, Walsall, Wolverhampton and other local authorities.

Aim of the Policy

To raise the aspirations, expectations and progress of all children with Special Educational Needs, leading to the most positive educational experiences and outcomes for all.

Objectives

- To ensure access to an appropriate broad and balanced curriculum for all students, with the curriculum adapted where appropriate to meet the specific needs of individuals
- To identify and provide for students who have special educational needs and additional needs including the use of outside agencies and support services

- To work within the guidance provided in the SEN code of Practice 2014 and to develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

Many students experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction
- 2 Cognition and Learning
- 3 Social, mental and emotional health
- 4 Sensory and /or physical.

As a school, we recognise that progress and attainment can also be affected by factors ***other than*** SEN including:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of a Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

A Graduated Approach to SEN Support

All students at Queen's Croft High School have identified special needs described in either a statement of special educational needs or an Education, Health and Care Plan. This graduated approach to SEN support is in place to support those students who fail to make appropriate progress in the context of the provision already in place for them.

STEP 1 – whole school

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners

- Assessment and monitoring in line with whole school assessment policy

STEP 2 – progress concerns

Where staff have evidence that certain children are still not making adequate progress a case study is developed through discussions with SLT together with carefully planned interventions which will raise attainment, bringing it in line with the expected amount of progress and thus closing the gap.

The Code of Practice describes 'adequate progress' as:

- progress which is similar to that of peers starting from the same baseline
- matches or betters the child's previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

STEP 3 – Pupils who have Exceptional Needs

Specialist Services may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the student. Some children may be eligible for further funding to ensure that progress and behaviour is in line with the expected parameters.

Supporting pupils and families

- Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can be found on the Staffordshire County Council website
- Links with other agencies to support the family and student can be found at www.staffordshirecares.info/marketplace
- Our school admission arrangements can be found on our school website
- Middle Leaders have responsibility for ensuring children are registered for any national tests and examinations which are achievable

Parents will be invited into school for regular meetings to discuss the progress of their children. Annual statement/EHC Plan reviews will be supplemented by termly progress review meetings.

Support services for parents of pupils with SEN include:

- **Parent Partnership**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
*General enquiries to Parent Partnership can be made on **01785 356921** during office hours or through email to spps@staffordshire.gov.uk.*
- **Parent In The Know** newsletters are published by Staffordshire County Council and can be accessed at:
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Supporting children at school with medical conditions

Queen's Croft High School is committed to supporting children with medical conditions and follows guidance in this regard set out in the *Equality Act 2010* and *Supporting Children at School with Medical Conditions 2014*. The Headteacher has overall responsibility for managing the needs of children with medical conditions. He liaises closely with the School Nurse service and the community paediatric team and leads a group of staff with personal care responsibilities in school.

Training and Resources

As a special school, Queen's Croft has an ongoing and regular training programme in place to train staff in supporting children with different special needs. Priorities for training are identified through performance management procedures and through the school's self-evaluation cycle.

Accessibility

The school works to identify and remove barriers to learning for all students and an Accessibility Plan (June 2017) is in place.

Roles and Responsibilities

Overall responsibility for Special Educational Needs sits with the Headteacher who holds the National SENCo Award and is the SENCo. On a day to day basis, this responsibility is devolved to Assistant Heads of Key Stage who are responsible for monitoring student progress and identifying those students who require additional interventions.

The designated senior lead for safeguarding is Julia Lloyd-Jones, Assistant Headteacher, who is also responsible for students with medical conditions. Teaching assistants are line-managed by the HLTA responsible for the Key Stage in which they work.

The budget for pupil premium is managed by the Headteacher.

Dealing with complaints

Parents unhappy with the provision offered for students with SEN should contact their child's class teacher in the first instance. If they are unhappy with the response they should contact the appropriate Head of Key Stage.

In the event of a resolution not being found, parents may make a formal complaint to the school. Procedures for making formal complaints can be found on the school website.

Reviewing the Policy

The Special Educational Needs Policy and SEN Information Report will be reviewed annually by Governors. Parent governors will be involved in this process.