



# POYNTON HIGH SCHOOL

## SEND POLICY

### (October 2021)

#### **Rationale**

Poynton High School is a fully inclusive school that provides all its students with high quality teaching, learning and pastoral support.

The vision of the Learning Support team is '*To enable equal access to all*'

For most of our students, most of the time, Quality First Teaching (QFT) in the classroom will be sufficient to ensure they achieve their full potential. Some of our students, however, have additional needs which prevent them from achieving their expected level of progress in line with other children due to individual SEND.

This policy statement sets out the additional support we give to these students in order to enable them to experience the best possible level of success.

#### **Definition**

For most students, Quality First Teaching (QFT) that reflects their needs will remove many barriers to learning and also offer support to the vast number of students who have mild learning difficulties.

These students would not necessarily be identified using the SEND Code of Practice (2014) and their support would be through the normal classroom management by teachers, differentiation of material and schemes of work, and guided choices at GCSE.

According to the 2014 SEND Code of Practice, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

#### **SEND Categories:**

- Communication and Integration
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

## Aims

**Students** – to recognise that they must, as individuals, become independent learners, aspire and achieve.

**Staff** – to ensure that they provide students with the right tools to access good quality teaching and learning. To make sure they have effective and supportive management, consistent quality training, an effective learning environment and good quality advice.

**Family and Community** – to recognise the important role they play and that their involvement, personalised knowledge and commitment is needed for an effective and successful time at Poynton High School.

## Objectives

- To enable all students, whatever their additional needs, to be as fully integrated as possible into life at Poynton High School.
- To fully involve parents/carers and students in the identification, assessment and delivery of SEND, to strive for close co-operation between all agencies concerned and a multi-disciplinary approach to the resolution of pertinent issues. When considering the wishes of the student, his/her age and level of understanding must be considered.
- To provide a range of programmes that support our students with additional needs.
- To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.
- To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. Our curriculum is broad and inclusive, promoting intellectual, emotional, social and physical development in order that students can develop as valuable members of society.
- To monitor progress of all our students with additional needs against clear targets and outcomes for improvement.
- The SENCO works closely with the Strategic Leadership Team to ensure that the curriculum is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area; it allows for differentiation according to individual needs and it offers equality of opportunity and access to the different curricular and skill areas.
- To ensure that the arrangements for assessment, recording and reviewing of students with additional needs are fully compliant with statutory requirements.
- Identification, assessment and intervention are personalised; students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, parents' evenings, and parent information evenings. Additionally, through the formation and implementation of consistently good QFT and differentiation, to meet the needs of SEND students within the classroom.

- All students on the SEND register, including students with an EHCP, will have a Pupil Profile which has been written using the EHCP targets, multi-agency reports, parental input and student input. The Pupil Profile will provide strategies to support the student's individual needs and to allow them to develop independent skills and outcomes.
- All students who have a learning difficulty which could be a barrier to their learning but is not at present hindering their progress, also have an individual Pupil Profile. The Pupil Profile offers advice to staff to aid Quality First Teaching and is written in conjunction with teaching staff, parents, the student and where applicable, outside agencies.
- When teachers have a concern regarding **emerging** cognition, communication and interaction, social, emotional or physical needs they have access to a 'tool kit' of strategies to enhance QFT strategies and successfully address needs.
- To ensure that resources allocated for SEND are being used for the benefit of the students with additional needs and that they are deployed in an efficient and effective way.
- The SENCO offers advice and INSET opportunities for subject teachers and other departments. The SENCO also arranges training opportunities for the staff within the department

#### **Integration and Access:**

- Parents, Carers and students are welcome to visit Poynton High School before they make their choice. Poynton High School has a Year 5 and Year 6 Information Evening in July and has a whole school Open Evening every September where families can meet our team and talk to members of our Learning Support Team.
- Once places have been allocated, all students, including those with additional needs take part in a programme of transition.
- Extra transition arrangements can be organised for students with additional needs, this is personalised to meet the needs of the individual.
- All students including those with additional needs are allocated one of eight mixed ability forms. Support is available from the Form Tutor, Director of Learning and Welfare Leader for the Year group who are primarily responsible for the monitoring of progress and welfare of each individual in their care.
- All students, including those with additional needs follow a broad and balanced curriculum at KS3. Exceptionally, students with additional needs are withdrawn from part of the curriculum in order that their needs are met. Any withdrawal however, is kept to a minimum.

- KS4 students, including those with additional needs, follow the same core curriculum and select option choices with guidance from the Director of Learning, subject tutors, the SENCO and parents.
- Poynton High School supports the integration and access of all its students. Reasonable adjustments will be made for new students with additional needs.
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria.
- Where a child is disabled the school will make reasonable adjustments and, where reasonable, provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

### **The SENCO and Learning Support Team**

- Provide expertise in the support of students with learning difficulties.
- Provide expertise in the support of students with social, emotional and mental health difficulties.
- Provide support and advice for students with sensory impairments.
- Provide care and expertise for students with physical disabilities.
- Provide INSET for teaching and support staff covering a range of difficulties relating to the current cohort.

### **SENCO/SEND Department Objectives**

- To ensure that teachers differentiate appropriately to enable all students to access National Curriculum subjects, make progress and show what they can achieve.
- To ensure that parents have an opportunity to be involved in their child's education.
- To ensure teachers' planning takes account of continuity and progression in learning, students' prior attainment, knowledge, experience and learning styles

The SENCO ensures that subject staff are fully informed as to the special educational needs and disabilities of any students in their charge through the SEND register and Profile Plans. Each team is also provided with a 'toolkit' of QFT strategies to assist them in addressing specific needs for the students they teach.

- Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match the student's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning.

- A key role of the SEND Department is to raise staff's awareness of SEND and to support them to 'deliver' the curriculum to maximum effect.
- Lessons are conducted in a secure, supportive and inclusive manner. Students and staff interact in a manner that demonstrates mutual respect.
- The SEND team ensures all students have knowledge about, and access to, a wide range of extra-curricular activities.
- Special arrangements for public examinations are made where appropriate.
- Special arrangements to support physical or medical needs are made.

### **Identification of Students' Needs**

- Discussions with parents and carers, feedback and liaison with feeder primary schools and transition meetings with outside agencies take place
- We work closely with feeder primary schools, parents/carers and students to plan for transition.
- For all students with SEND, there is ongoing close liaison with primaries' SENCOs to share and adapt strategies so that there is a continuation of support. We also attend Year 5 and 6 EHCP review meetings.
- Spelling and comprehension tests are completed. We use the standardised scores of 84 and below to benchmark who may need additional and different support. (The national average standardised score is 100. Nationally, 67% of students will score between 85 and 115).
- Close liaison between subject teachers and SEND staff.
- Monitoring of progress data.

### **Assessment and Access Arrangements**

Where possible all students that received an Access Arrangement for the national Key Stage 2 tests will continue to receive them until the end of Year 9.

At the end of Year 9, or beginning of Year 10, the Specialist Assessor will revisit the arrangement. Screening and testing, where appropriate, will take place. We are bound by Joint Council for Qualifications (JCQ) regulations that state that an assessment for GCSE Access Arrangements cannot take place any earlier than Year 9. Where appropriate, results of this testing will make up the evidence for any arrangements that need to be put in place for the student's GCSE examinations. Additionally, in accordance with JCQ 'A privately commissioned assessment carried out without prior consultation with the centre **cannot** be used to award access arrangements and **cannot** be used to process an application using *access arrangements online*'.

### **Target Setting:**

Aspirational and challenging academic guidance grades are set for all students, including those with additional needs. Progress towards these grades will be monitored through tracking at three points in the year.

We are committed to the graduated approach for students with SEND and as part of this process we involve students as much as possible in the setting of their own SMART targets.

### **Monitoring:**

The SEND team monitors each student who has additional needs. Meetings are held to discuss progress and share successes, however large or small.

If the student has an EHCP or is on the SEND Support register meetings will be held with the SEND Team to plan and action support, discuss outcomes and share achievements.

### **Parents and Carers**

Poynton High School staff are committed to working actively with parents and carers, and value their contribution to their child's education. There are a number of mechanisms to facilitate parental involvement with the SEND Department.

Parents and carers can contact the school and share information with the SENCO. Sharing of information and collaboration between school and home on a regular basis supports the monitoring process as any changes that could/would potentially affect the student's learning can be addressed.

Parents and carers of students with additional needs are actively encouraged to attend Parents' Evenings and review meetings.

Parents and carers are invited to raise any concerns they have over any aspect of SEND provision with the SENCO or Deputy Head. If informal discussions do not resolve the issue, a formal complaint following the school's complaints policy can be made.

### **The Local Authority**

- Is responsible for the regular monitoring of arrangements for assessment of provision and review the school's SEND provision.
- The LA is responsible for the maintenance of EHCPs.
- The LA should monitor the arrangements and resources in school, making sure all Statutory and LA needs are being met.



## **SEND Funding**

This funding and any additional funding allocated to Poynton High School's budget will be used to:

- recruit, develop and retain high quality teaching and support staff to provide and manage additional support.
- buy specialist services.
- provide resources and equipment.
- provide specialist programmes.
- purchase learning and assessment materials.
- fulfil any other purpose in order to achieve the objectives of this policy.

### **Review**

Date of Policy: Approved by Governors on 14 October 2021

Review Date: The Policy will be reviewed in 3 years unless operating experience and/or changes in legislation require an earlier review.