

Stretford High School

Special Educational Needs and Disabilities (SEND) Policy

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1. Key note

This Policy replaces the SEN Policy 2013 and is written taking into account the Special Educational Needs and Disability Code of Practice:0-25 years (July 2014 and update January 2015), Part 3 of the Children and Families Act 2014 and regulations associated with this, The SEND regulations 2014, The SEN (Personal Budgets) Regulations 2014 and the Equality Act 2010.

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as ‘Special Education Needs Support’ (SEN Support). All children are closely monitored and their progress tracked each term. Those at SEN Support are additionally tracked by the SEND Co.
- There are four broad categories of SEND:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory

Stretford High School has children in all these categories of SEND.

- We are working more closely with parents and children to ensure that we take into account the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from ‘Quality First Teaching’. This means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (SEND Code of Practice 2015: 0 to 25 Years -Introduction xiii and xiv).

1.1. Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Headteacher. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Deputy Headteacher (DHT) and the Head of Department for Learning Support (SEND Co).

The Board of Governors will :

- i. do its best to ensure that the necessary provision is made for any student who has special educational needs.

- ii. ensure that where the “responsible person” (the Headteacher or the appropriate Governor) has been informed that a student has special educational needs, those needs are made known to all who are likely to teach them, following assessment.
- iii. ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs.
- iv. ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs calls for and the efficient education of the students with whom they are educated and the efficient use of resources.
- v. report to parents on the implementation of the school’s policy for students with special educational needs as required.
- vi. have regard to the SEND Code of Practice, Equality Act 2010, Children and Families Act 2014 when carrying out its duties toward all students with special educational needs.
- vii. designate a teacher to be responsible for co-ordinating SEND provision - the SEND co-ordinator (SEND Co).
- viii. identify a named governor for Special Educational Needs and Disability.

See Chapter 6, Special educational needs and disability code of practice: 0 to 25 years and Part 3, Children and Families Act 2014

The Headteacher:

- i. has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND.
- ii. should keep the Board of Governors informed of the progress made by SEND students.
- iii. monitor and evaluate the impact of the SEND policy and its impact on other policies.
- iv. be fully involved in developing, monitoring and subsequently reviewing the SEND policy.

Teaching and support staff:

- i. are made aware of the school’s procedures for identifying, assessing and making provision for students with special educational needs through the Staff Handbook, SEND Register and other information distributed by the Deputy Headteacher, Learning Support and SEND Coordinator (SEND Co). All teachers have a responsibility to bring to the attention of the Deputy Headteacher Learning Support any child whose needs they believe are not being met. It is expected that all staff are aware of the varying needs of students in their classes and to differentiate accordingly. All teachers are teachers of students with special educational needs and Disability.
- ii. ensure that they promote and practice the policy on a day to day basis, and that they comply fully with this policy.
- iii. demonstrate a commitment to keep the Deputy Headteacher Support, SEND Co and the Learning Support team well informed about students’ progress.
- iv. understand and use the mechanisms that exist to allow teachers access to information about SEND students.
- v. work with SEND students on a daily basis to achieve Individual Education Plan/Passport target within differentiated learning experiences.

The SEND Co is responsible for:

- i. Maintaining the school’s SEND Register and overseeing the records of all students with special educational needs as well as co-ordinating pupil centred passports.
- ii. Managing and deploying the school’s teaching assistants.
- iii. Carrying out the SEND Audit for the local authority when requested.

- iv. Liaising with the parents of children with special educational needs
- v. Overseeing the assessment of students for examination access arrangements.
- vi. Writing accurate and effective Education Health and Care (EHC) assessment requests to obtain the relevant provision for young people's needs.
- vii. Liaising with the local authority/wider local authorities SEND teams/agencies to ensure young people at Stretford High School are represented effectively and receive the best provision.
- viii. Providing support for colleagues and parents regarding SEND statements and/ or EHC plans best practice and statutory policies.
- ix. liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies in consultation with the Deputy Headteacher.

The Deputy Headteacher:

- i. is responsible for the implementation of the SEND Policy and SEND outcomes.
- ii. the impact of the school's SEND Policy and for co-ordinating provision for students with special educational needs, particularly through Statements, EHC plan and SEND support, working closely with staff, parents/carers and other agencies.
- iii. liaising with and advising other members of school staff, including organising CPD.
- iv. liaising with the parents of children with special educational needs.
- v. liaising with Heads and Deputy Heads of Year who oversee the education, behaviour and development (SEMH - Social, Emotional and Mental Health) of students.
- vi. line manage the SEND Department
- vii. line manage the SEND Co, support and provide guidance with SEND Co's duties as described in the Code of Practice.
- viii. monitor and report on the operation of the policy.

The Learning Support Department, comprises of, a SEND Co, DHT Learning Support, SEN teacher, Deputy SEND Co and Teaching Assistants.

All requests for support for classes or help for individual students should be brought to the attention of the DHT Learning Support and/ or SEND Co through the Central referral system.

2. Suggested Audience

The Board of Governors, all staff, parents/ carers and young people.

3. School Mission Statement

'Learning Today, Leading Tomorrow'

4. Introduction

The Objectives of the School's SEND Policy:

- i. The main objective at Stretford High School is to ensure that our students have access to a broad and balanced curriculum and make progress which is equal to or above that of their peer group. In addition to provide differentiated and personalised curriculum appropriate to the individual needs and abilities, to maximise student achievement.
- ii. To improve the literacy and numeracy skills of students with general and specific learning difficulties both as an end in itself and as a means of providing maximum access by such students to the rest of the curriculum.
- iii. To develop differentiation in all lessons to improve the educational opportunities of all students, regardless of ability.

- iv. To meet the special educational needs of children with physical/sensory disabilities, with speech, language and communication difficulties and with social, emotional and behavioural difficulties as far as is practicable, making reasonable adjustments in terms of the layout/resources of the school.
- v. To increase the confidence of students with SEND, encouraging them to be involved in their own provision and to encourage student with SEND to take a full a part as possible in all social activities.
- vi. To aim to communicate with parents about all aspects of the special needs provision made for their children and to seek to develop this partnership.
- vi. To deploy the resources of the Learning Support Department in as effective a way as possible.
- vii. To use the SEND Code of Practice as a framework for identification of, and provision for, students with special educational needs.
- viii. To identify all students requiring SEND provision as early as possible in their school career.

5. School Arrangements

Definitions: As detailed in the SEND Code of Practice (2014).

All students and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a

disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people 17
- They must not discriminate for a reason arising in consequence of a child or young person's disability
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

Equality Act 2010

Definitions from the Equality Act 2010:

Long term - is defined as 'lasting or likely to last for at least 12 months'.

Physical impairment - includes sensory impairments such as those affecting sight or hearing.

Mental impairment - covers a wide range of impairments relating to mental functioning.

HIV, multiple sclerosis and cancer are automatically treated as disabilities, regardless of their effect.

6. Admission Arrangements

The Board of Governors believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that

'Where a child or young person has SEND but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.'

Admissions authorities:

- must consider applications from parents of children who have SEND 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 SEND 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)

Stretford High School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the local authority's Admissions Policy. According to the Children and Families Act 2014 (Section 33), if a parent wishes to have their child with a Statement of SEND and/ or EHC plan educated in the mainstream sector, the local authority must secure a place unless this is incompatible with:

- the wishes of the child's parent/ carer or the young person, or
- the efficient education of other children, and there are no reasonable steps that can be taken to prevent such incompatibility.

7. Special Facilities

The school is used to working closely with advisory teachers for students with Physical/Sensory disabilities/Autistic Spectrum Condition and is happy to make arrangements to enable these students to participate as fully as possible in the education and activities offered in the school. See Access Policy for further details.

8. Identification and Assessment

Please also refer to school's SEND Information Report.

Allocation of Resources to and amongst students with special educational needs and Disability

Staffing resources in the school are allocated to and amongst students with special educational needs according to the following principles:

- i. that the basic standards of literacy and numeracy should be raised as far as possible for all children.
- ii. additional personalised interventions are implemented in response to needs of the students and through analysis of all available data.
- iii. that children with general or specific learning difficulties in all Key Stages should receive additional support (whether by in-class support or withdrawal for individual or small group tuition) from the Learning Support team within the resources available. This is to be reviewed regularly.
- iv. students with special educational needs should be eligible to participate in any programme established under any of these principles, making reasonable adjustments as required.

The Deputy Headteacher Learning Support will advise the Senior Leadership Team of the adequacy of the resources allocated to these purposes, and the Headteacher will report to the Board of Governors periodically on this matter.

8.2 Identification and Assessment Arrangements; Review Procedures

The Deputy Headteacher is formally responsible for identifying students with special educational needs, assessing their needs and progress and bringing information to the attention of other staff, as appropriate. (All teachers have a responsibility to bring to the attention of the Deputy Headteacher Learning Support, any child whose needs they believe are not being met.)

The principal sources of information for identifying children's special educational needs are:

- i. Information from parents.
- ii. Statements of SEND and/ or EHC plans and other records of SEND and provision from students' previous school(s).
- iii. Liaison with primary schools before children enter Year 7 and Case Conferences during their first term.
- iv. Information provided by the LA's Advisory Team.
- v. Tests (reading, spelling and mathematical tests sat by all students entering Year 7; and Key Stage 2 Maths and English levels).
- vi. Information from the English and Mathematics Departments on basic literacy and numeracy skills in addition to annual testing for all students.
- vii. Members of staff will discuss with the SEND Co how to meet the special educational needs of particular students; if they feel that further help is required, the Head of Department (SEND Co) will bring the matter to the attention of the SEND Co.
- viii. Students receiving additional support will have their needs assessed and provision recorded by the SEND Co. The effectiveness of additional help provided will be evaluated and further programmes identified, if appropriate following the four part cycle detailed in Chapter 6 in the SEND Code of Practice 2014.
- ix. Students with special educational needs and their parents are involved, through the pupil centred passport, in the different and, if appropriate, graduated, stages of provision to meet their special educational needs.
- x. Where appropriate, SEND Support procedures will be used to formalise identification, assessment and review procedures. These will operate as far as possible in accordance with the SEND Code of Practice. Individual pupil centred passports are reviewed at three times per year for students with Statements and/ or EHC plans or SEND support if necessary, with the active involvement of parents and students.

9. Curriculum Access and Inclusion

Please also refer to the school's the SEND Information Report.

"Inclusive schools enable all their students to gain maximum advantage from all the opportunities which education has to offer"

All students with special educational needs and disability have access to a balanced and broadly-based curriculum, including the National Curriculum.

- i. All students in Years 7-11 follow a common curriculum, based upon the National Curriculum, with a common range of options at Key Stage 4.
- ii. The school will not withdraw a student from an entire subject, nor disapply the National Curriculum, unless in exceptional circumstances. Any decision on this issue will be made by the Headteacher.
- iii. Students may be withdrawn for individual or small group tuition from any subject, but every student must study religious education and sex and relationship education from year 7 onwards. Parents have the right to withdraw their children from religious studies for all or part of the lessons.
- iv. Allowances and help will be given by subject staff to students withdrawn from lessons to minimise any disadvantage of the withdrawal.
- v. As appropriate, support teaching is provided in lessons.
- vi. It is the policy of the school to develop differentiation of class work within the common framework of each subject.

The school operates a system of waved intervention/provision and graduated approach:

Wave 1: Inclusive Quality first Teaching- provision within the classroom

Wave 2: Personalised interventions- support beyond the classroom

Wave 3: Multi professional involvement- highly individualised programmes

In the light of recent research and its own experiences, the school believes that Wave 1 intervention is the most effective. Hence, students are placed in mainstream classrooms wherever possible, where they can gain access to quality learning experiences. In order to facilitate this, the school has identified four main types of provision it makes to support students in the classroom:

- i. Staffing: 1-1, Teaching Assistant, Learning Manager, extra member of staff.
- ii. Differentiation: materials, time, teaching, intervention
- iii. Management: individual, paired, group, whole class
- iv. Support/equipment (including outside support)

In addition, the school also recognises that some students' needs will not be met wholly in this way. As a result, the Learning Support Team, supported by the wider Inclusion team, provides a range of Wave 2 and Wave 3 strategies as appropriate via provision maps.

10. Integration of children with special educational needs within the school as a whole

- (i) all students belong to Year based tutor groups, attend the same House Assemblies and follow common learning tutor programmes.
- (ii) a wide range of extra-curricular activities is available to all students.

10.1 Monitoring arrangements

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- i. narrows the attainment gap between student and peers.
- ii. prevents the attainment gap widening.
- iii. is equivalent or better than the progress of similar pupils nationally.
- iv. equals or improves upon the student's previous rate of progress.
- v. ensures full curricular access.
- vi. shows an improvement in self-help and social or personal skills.
- vii. shows improvements in the student's behaviour.
- viii. is likely to lead to Further Education, training, and/or employment.

Where a student's progress has been identified as a cause for concern as a result of the school's identification via curriculum and pastoral schools, the SEND team will review the approaches adopted with the referring staff.

10.2 Meeting medical needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan, this will be used as it brings together health and social care needs, as well as their special educational provision.

Stretford High School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please refer to the 'Supporting Students with Medical Conditions Policy'.

10.3 Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals

(E.g. medical agencies, Hospital School, Vulnerable PRU), as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

11. A graduated approach

The school employs a graduated approach to provision of students with SEND.

Please also refer to Trafford's Graduated Approach document, which can be found on the School's website.

11.1 Monitoring stage

The Monitoring stage is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence, that, despite receiving differentiated teaching, students:

- (i) make little or no progress.
- (ii) demonstrate difficulty in developing literacy or numeracy skills.
- (iii) show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- (iv) have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- (v) experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SEND Co, Deputy Headteacher of Learning Support, supported by the Learning Support/Pastoral Team, in collaboration with teachers, the parent and the student, will discuss, determine and plan a future support package. This discussion will usually take place at a Parental Partnership Meeting.

11.2 SEN Support

SEND Support is characterised by a sustained level of support and where appropriate, the involvement of external services. Placement of a student at this level will be made by the Head of Learning Support after full consultation with staff, the student, and parents. Normally, this will be facilitated at a Parental Partnership Meeting, and will involve amendments to the student's IEP/passport.

SEND Support intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- i. still makes little or no progress in specific areas over a long period (normally 2 terms).
- ii. continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- iii. continues to experience difficulty in developing literacy/numeracy skills.
- iv. has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an pupil centred passport or a Pastoral Support Plan (PSP).
- v. has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- vi. has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

The school will provide external support agencies with access to a student's records so they are able to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and

possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

11.3 Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, the pupil will be removed from the school's SEN register and parents will be informed.

12. Request for an Educational Health and Care needs assessment

The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention at SEND Support, the student remains a significant cause for concern. School should refer to the SEND Code of Practice Chapter 6 and Trafford's Graduated Approach Guidance before considering a referral for an EHC needs assessment. If it is felt that all appropriate action has been taken, school must discuss its intentions with parents and have their agreement before making a referral. School should make a referral using Family Common Assessment Framework (CAF). This form is completed by school together with the parent and is the basis for the referral. The evidence to support it should include the completed Trafford SEND Provision map for EHC and any relevant reports. Examples of relevant reports include Educational Psychologist report and any health reports, such as Speech and Language Therapy report.

The Family CAF form should be done online using the eCAF system but a blank form is available for those who do not have access to eCAF.

A needs assessment might also be requested by a parent or outside agency.

13. Educational Health and Care Plans

An EHC plan is normally provided where, after a need assessment, the local authority considers the student requires provision beyond what the school can offer. However, the school recognises that a request for an assessment does not inevitably lead to an EHC plan.

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEND or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Please also refer to Trafford's website (www.trafford.gov.uk).

14. Reviews of EHC plans

All Statements of SEND and or EHC plans are reviewed annually. The local authority will inform the Headteacher at the beginning of each school term of the students requiring reviews. The Deputy Headteacher of Learning Support, supported by the SEND Co, will organise these reviews and invite:

- i. the parent/carer.
- ii. the student.
- iii. the Case Manager or Keyworker.
- iv. a representative of the maintaining LA.
- v. any other person the local authority considers appropriate.
- vi. Any other person the Headteacher considers appropriate.

The aim of the review is to:

- i. assess the student's progress in relation to the outcomes.
- ii. review the provision made for the student in the context of the National Curriculum and expected levels of attainment in basic literacy/numeracy and life skills.
- iii. consider the appropriateness of the existing Statement or EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- iv. set new targets for the coming year.

Year 9 reviews are significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9, the Transition Plan will be reviewed and involve the Connexions Service.

With due regard for the time limits set out in the Code, the DHT:Learning Support, assisted by the SEND Co, will write a report of the annual review meeting and send it, with any supporting documentation, to the local authority, usually within two weeks. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease a Statement of SEND.

15. Parent and Young People Partnership Service Meetings (PYPPSM)

The school believes strongly in working with all stakeholders in developing effective solutions which lead to strong outcomes for all. As a result, the school operates a system of PYPPSM. PYPPSMs are usually held 3-6 times per year for all students with a Statement of SEND or EHC plan, at least once per year for students at other stages of the SEND List, and for all students who gain entry onto the SEND List. The PYPPSM is usually managed by the student's caseworker and/or keyworker. The purpose is to:

- i. review the student's progress.
- ii. review the range of evidence, exploring the nature and characteristics of the student's SEND.
- iii. work with all stakeholders towards an effective solution for the student.
- iv. agree the way forward.
- v. plan the way forward.
- vi. draw up a pupil centred passport complete with SMART targets.
- vii. if the student already has a pupil centred passport, the PYPPSM will review progress against the pupil centred passport targets.

15.2 Record keeping

The school will record the steps taken to meet students' individual needs. The SEND Team will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- i. information from previous school(s)/phases.
- ii. information from parents/carers.
- iii. information on progress and behaviour.
- iv. student's own perceptions of difficulties.
- v. information from health/social services.
- vi. information from other agencies such as Connexions Service.

Where support additional to or different from that of normal class provision is required, the school will adopt a graduated approach. Firstly, support will be provided through Monitoring stage. If, after further consideration, a more sustained level of support is needed, it would be provided through SEN Support. Where concerns remain despite sustained intervention, the school will consider requesting a needs assessment. Parents will be fully involved at each stage. The school also recognises that parents have a right to request a needs assessment.

16. Complaints Procedure

Arrangements for considering complaints about special education provision:

- i. informal complaints by parents can be made to the child's Learning Tutor, Head of Year, subject teacher, Learning Support teacher, or DHT Learning Support. They are best dealt with informally by the teacher concerned. Complaints are acknowledged within 48 hours (whenever possible) and a definitive response given and/or a meeting arranged as soon as possible thereafter.
- ii. more formally, the Headteacher will receive and investigate complaints and seek to solve a problem to parents' satisfaction and inform the governor with SEND responsibility as necessary.
- iii. if the issue cannot be resolved in this way, it may be referred to the Chair of Governors. Please see the school's Complaints Policy.

17. Partnership - Internal/External

17.1 Staff Development and Performance Management

In-Service Training (INSET)

- i. the Deputy Headteacher Learning Support and SEND Co contribute to both the school's INSET calendar and delivery of appropriate professional development in line with pupil and school need.
- ii. the School's INSET programme ensures that all teaching staff are trained in differentiation.
- iii. Teaching Assistants are provided INSET to ensure they have the necessary skills and expertise to fulfil their roles effectively and are offered the opportunity to further develop should they wish to do so.
- iv. NQTs, GTPs and all new teaching staff are informed of SEND Policy and practice as part of the induction programme.

17.2 Links with Education Department Support Services and other agencies and organisations

The Head of Learning Support liaises with support services, in consultation with the Deputy Headteacher.

- i. Advice and assessment procedures are available from the local authority. Contact may be made when it is necessary to seek additional advice or when assessments are needed.
- ii. Additional facilities, resources, information from specialist staff are utilised when necessary, e.g. learning/visual impairment.
- iii. Contact with support services is recorded and kept on file.

17.3 Links with other agencies, schools and organisations

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for students with SEND. When it is considered necessary, colleagues from the following support services will be involved with students with SEND:

- i. Educational psychologists
- ii. Medical officers
- iii. Speech and Language therapists
- iv. Physiotherapists
- v. Hearing Impairment Service
- vi. Visual Impairment Service
- vii. Student Referral Service

- viii. SEN Support Service
- ix. Educational Service for Physical Disability
- x. Traveller Education
- xi. YISP, YOT, PAYP
- xii. CAMHS

In addition, the school has developed important links with the following organisations:

- i. Connexions
- ii. The local authority (including Education Welfare and Social Services)
- iii. Specialist services
- iv. The business community

Attendance of school staff at case conferences is expected.

17.3 Partnership with Parents

The school will work with parents, taking account of their concerns and wishes in respect of children requiring special education provision.

- i. contact with parents of children with special educational needs is usually co-ordinated by the SEND Co.
- ii. close liaison with parents is facilitated by parental partnership meetings which are held at least three times per year and lead by the student's keyworker, supported by the case manager. There is a case manager attached to each year group which manages pupil centred passports and student progress.
- iii. close liaison with parents of children with special educational needs will help to ensure they are aware of the strategies being used. It is expected that any significant change to the provision will be discussed with parents at an early stage.
- iv. parents will be made aware, for example, of the reason for, and nature of, the provision, the results of any assessment or testing conducted by the school or local authority if requested, progress being made and any substantial modifications to arrangements.
- v. this will be through such means as informal phone calls, the student log book, the pupil centred passport, the end of year reports, Parents Evenings and letters. Parents are also free to seek a meeting with the SEND Co at other times.
- vi. written contact with parents must be filed.

17.3 Student Participation

A high value is placed upon student participation in many aspects of school life: School Council, House System, Charity Days etc. Students help organise events, are involved in celebrating significant dates in the communal life of the school. Extra-curricular offers many chances for students to participate positively in school life. No child shall be excluded from participation based upon SEND. In keeping with this, students with special educational needs are involved in assessment of their needs and reviewing their progress.

18. Links with Other Schools and Transfer Arrangements

- (i) liaison with other schools in respect of students in Years 7-11 who have a Statement or EHC plan, or receive substantial special education support is carried out by the SEND Co.
- (ii) as a result of close liaison with primary schools where a student is identified as potentially at significant risk of underachievement or disengagement due to SEND, school

provides a programme of intensive transition to support the smooth and safe transition from primary to secondary school.

(iii) there may be occasions when arrangements are made for integrating students previously in special schools/units into Stretford High School - such arrangements would be organised and co-ordinated by the DHT Learning Support, subject to the approval of the Headteacher.

(iv) arrangements to share resources, expertise, good practice of linked INSET with other schools will be co-ordinated by the DHT Learning Support, subject to the approval of the Headteacher.

(v) the DHT Learning Support has responsibility for maintaining records for students with special educational needs. These records would be made available at appropriate times to ensure the smooth transfer of students to other schools or institutions.

19. Monitoring, Review Evaluation

The SEND Policy is reviewed annually by the Governors.

19.1 Evaluating the success of this policy

The success of the school's SEND Policy and provision is evaluated through:

- i. monitoring of classroom practice by the DHT Learning Support, supported by the Senior Leadership team of the school.
- ii. analysis of student tracking data and test results.
- iii. value-added data for students on the SEND List.
- iv. consideration of each student's success in meeting personalised targets.
- v. school self-evaluation.
- vi. the local authority's SEND moderation process.
- vii. the monitoring of the Inclusion subsection of the School Improvement Plan.
- viii. increased confidence demonstrated by students and personalised programmes evaluated by qualitative and quantitative data.
- ix. termly evaluation of personalised intervention.
- x. In evaluating the success of this policy, the school will consider the views of:
 - xi. teachers.
 - xii. parents/carers.
 - xiii. external professionals
 - xiv. students.