



# **Special Educational Needs and Disabilities / Shine Policy**

## **Policy for meeting Special Educational Needs and Disability (SEND)\***

Furze Platt Senior School provides an enriched and broadly balanced curriculum which aims to include all students within the school. At Furze Platt we believe:

- All students have the right to achieve their potential. The achievements of all students should be recognised and celebrated. The school aims to enable students to reach the highest standards of personal achievement by developing self confidence, self motivation and self discipline.
- The school has a responsibility to identify students' individual needs. Appropriate teaching and learning situations will be provided for these needs within the class which will guarantee equality of opportunity.
- All students will be actively encouraged to be independent learners and share responsibility for their learning and progress. Opportunities will be provided for students to participate in a discussion about the support being offered and share responsibility for their learning and progress.
- The views of family or carer will be actively sought to ensure the family and school work in partnership to make decisions relating to their child's education and to ensure the family participate in the development of their child. This reflects the school's belief that a child's education is the joint responsibility of the family or carer, student and the school. The views of the student in all or part of the discussion itself, or gathering their views prior to discussion.
- The physical environment of the school should promote access to the curriculum for all children. Whilst the physical environment of the school is not ideal for students with visual or mobility problems FPSS ensures that it takes all reasonable steps to support these students and has been successful in supporting them in their time here.
- Students have a right to high quality careers advice and guidance. The school will provide appropriate information with respect to SEND to staff involved with Careers (i.e. Adviza) and on request to Higher/Further Educational establishments.
- The school should meet all statutory obligations. The school will pay due attention to all current legislation with respect to students with Special Educational Needs and Disability. This policy will be monitored and developed in tune with future legal requirements. To meet the requirements of the Code of Practice 2015 the school's SEN information report is on the school webpage.

### ***Special Educational Needs and Disability (SEND) definition:***

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, and
- Requires special educational provision or reasonable adjustments to be made that are different from or additional to that normally available to students of the same age.

### **Special Educational Needs and Disability Guidance and Working Practices**

#### ***Information about the school's special educational provision:***

- Provision for students requiring learning support is provided by the Learning Support department. The Shine Resource supports students with Autistic Spectrum Disorders. There are 15 places in this resource (see Appendix 1).
- The Learning Support department is led by the Special Educational Needs Co-ordinator (SENCO). As well as the SENCO, there is a team of Learning Support Assistants (LSAs).
- The SENCO has overall responsibility for the implementation and monitoring of the school's SEND Policy, and is responsible for the day-to-day operation of the policy.
- The SENCO communicates regularly with teachers and heads of department regarding the needs of individual students.
- The SENCO meets regularly with the Learning Support Team. Individual students are discussed as well as more general matters.
- Where a student is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle of 'Assess, Plan, Do, Review'. Through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.
- There is a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. A provision map is used to record details of additional or different provision made. This forms part of discussions with parents and staff about the child's progress, expected outcomes from the support and planned next steps.
- The Shine Team has a dedicated base and is led by the Head of Shine. Students receive specialist teaching and support. Students in Shine follow mainstream lessons for the majority of their week.
- LSAs play a valuable role in supporting the learning of students with Special Educational Needs and Disability. There are two teams of LSAs. The Curriculum Team includes LSAs who are based in the following curricula departments English (currently 2 LSAs); Maths (2); Science (1.6); Humanities (1) and Art and Technology (1). The Core Team of LSAs (currently 4 LSAs) delivers specialist interventions to individual or small groups of students in the following areas: - Literacy, Comprehension, Speech and Language, Anxiety, Nurture, Social Skills.
- LSAs also work closely with Speech and Language Therapists and the Cognition and Learning Team who train and advise staff and LSAs. They also support students in those curricular areas who do not have a devolved LSA.
- LSAs work in a number of ways which will include:
  - Delivering specific interventions to individual students or small groups under the supervision of a teacher. This may be in or outside the classroom.
  - Supporting the work of visiting professionals who work with particular students.
  - Supporting students in completing controlled assessments.
  - Providing emotional support to students who find school life stressful.
  - Working with teachers to develop schemes of work which are accessible to students with Special Educational Needs and Disability. These may be of a general nature or may be specific to the needs of individual students.
  - Supporting students in tests or examinations by providing access arrangements.
  - Running pastoral clubs, before school and managing the pastoral needs of small groups of students during Breaks 1 and 2.
  - Working with teachers to support students with additional needs in class.
- Furze Platt Senior School provides the Shine ASD Outreach Service to all schools for the local authority.

## Admissions arrangements

- Primary schools are asked to identify students with Special Educational Needs and Disability and to discuss these students during the transition visits in the summer term. Primary schools are also encouraged to invite the school to attend Year 6 Annual Reviews.
- Where it is deemed appropriate some SEND students will attend an extra transition programme to ease the student's move from primary to secondary school.
- The SENCO attends transition meeting with SENCO of feeder schools where appropriate.
- Students' individual needs are identified and described on a Student Profile along with a description of their needs and suggested strategies for use by the class teachers and LSAs.

## Definition of Special Educational Needs

	SEN label	Definition
SEMH	Social, emotional and mental health	These students may exhibit withdrawn or disruptive behaviours. They may have depression, high anxiety, communication problems, anti-social behaviour, anger and/or threat of violence. These students find it difficult to cope with unstructured activities.
SpLD	Specific learning difficulties	SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia. Dyslexia affects reading and spelling, verbal memory and verbal processing speed but other skills often remain within the 'normal' range.
MLD	Moderate learning difficulties	Children described as having MLD have developmental delay resulting in attainments significantly below expected. Generally they will have difficulty with: language, self-esteem, concentration and social skills
ASD	Autistic Spectrum Disorder	ASD can be defined as three different areas of difficulties called the Triad of Impairments. These are difficulties in social interaction, language as used in social communication and the use of symbolism or imagination
SLCN	Speech language communication needs	These students have specific language impairment, include difficulty in understanding and/or making others understand information conveyed through spoken language. They find it hard to understand or use words in context. Words and grammatical patterns may be used incorrectly. They have difficulty in recalling words and therefore have reduced vocabulary.
PD/ OTH	Disability	A student with physical disability /other difficulty which may be a result of illness or injury which may have short or long term consequence.
HI	Hearing impairment	Students with hearing impairments range from those who have mild hearing impairment to those who are profoundly deaf, it can be permanent or temporary.
VI	Visual impairment	Some children are born blind; others lose their sight partially or completely as a result of accidents or illness.
M	Medical	A medical diagnosis or a disability does not necessarily imply SEN, but if it could hinder their access to education then it does.

## Identification of students with SEN:

### Identification

Students' educational needs are identified in a variety of ways:

1. Information from the primary schools

- Primary school liaison visits;
  - Students' files;
  - KS2 scores and other data.
2. Teachers
    - Feedback about learning, behaviour and emotional need from subject teachers, pastoral staff and LSAs as a result of observation and assessment;
    - AIMS meetings where students who have been flagged up are discussed
  3. Testing in school
    - NFER Cognitive Ability tests on entry;
    - Reading and spelling ages tests on entry (further phonics and comprehension testing for those who are flagged up at this screening);
    - Reading, spelling, comprehension accuracy and speed for all year 9 (further access arrangement testing for those who are flagged up at this screening)
    - All students who enter mid-year also are given these tests
    - 6 weekly data meetings with SLT
    - Head of Department
  4. In class observation by SENCO and LSAs.
  5. Information from relevant outside agencies such as the Educational Psychologist (EP) and Children and Young People's Integrated Therapies (CYPIT).
  6. Student and parental concerns.

## Provision

Currently all students with special needs at Furze Platt Senior School are fully integrated within the school as a whole. The school uses the stages of intervention identified in the Code of Practice (2014).

These are: SEND Support (K)

Students with Statements and Educational and Health Care Plans (EHCP).

The SENCO maintains a register which identifies which stage of intervention the students are on.

**SEND Support:** For some students, in addition to the help offered by the school, outside agencies are involved in providing support.

**Students with EHCPs:** In a few cases it is recognised that a student's educational needs require resources in addition to those available in the school. The local authority provides further funding, which the school uses to purchase extra support.

The following arrangements have been made to support students at the various stages:

### ***SEND Support***

1. A range of intensive literacy support is offered to Year 7-11 students who have weak literacy skills.
2. In Year 7 the Maths department runs paired maths for students who need extra support with their numeracy and the Maths intervention teacher picks up students in years 8-11 who struggle.

3. Some students have reduced timetables so that they can have additional support with their basic skills, support with classwork and study skills.
4. Year 12 students support the Learning Support department as a part of their community service. This involves paired reading with lower school students.
5. All departments have strategies which identify and support students with Special Educational Needs and Disabilities. These are included in department handbooks and as part of school INSET.
6. Some students at risk of exclusion have pastoral support. This team supplements the work of Learning Support and identifies ways in which the student will be supported to reduce the risk of exclusion. The Learning Support department works closely with the pastoral team on this.
7. Student Profiles will be written by the Learning Support department for all students at SEND support. Using this information all teaching staff will be made aware of appropriate strategies for the student. The Learning Support department will work with the student's teachers, LSAs and outside agencies to ensure that they are reviewed and amended when appropriate.
8. Outside agencies, such as the Educational Psychologist, the Sensory Consortium, the Specialist Inclusion Service, Cognition and Learning, Speech and Language Therapy, the Ethnic Minority Achievement Service support a number of students throughout the school to enable these students to manage more easily within the mainstream.

### ***Reviewing Students on SEND Support***

- Staff will assess and record students' progress using subject based procedures with supplementary detail where necessary.
- SEND students are reviewed with all other students on a 6 week cycle in a meeting with the SLT.
- Specific interventions are also reviewed on a 6 week cycle following the Graduated Approach, using standardised tests or assessments recommend to monitor evidence based interventions.

### **Provision for Statemented and EHCP Students**

As well as all the provision available to students on SEND support students with a Statement and/or an EHCP also have additional adult support. LSAs provide in-class support for a number of students. The school will make the most effective use of Learning Support Assistants and an LSA may support a number of students in the same class. LSAs, specialist teachers, speech therapists and physiotherapists also provide support, as identified by the student's Statement and/or an EHCP.

### ***Annual Reviews***

Annual reviews are arranged for all those students who have Statement and/or an EHCP. The procedure for this is set out in the Code of Practice. Reports and advice are received from parents, all outside agencies, subject staff, LSAs and the student. The Statement and/or an EHCP is reviewed and targets are set. This information is then distributed to all staff and agencies involved.

### ***Finance***

- Some students who have Statement and/or an EHCP receive a sum of money paid to the school according to their needs. This money is used to package the most appropriate support for the student as identified by the Statement and/or an EHCP. This may contribute towards interventions and a Learning Support Assistant (LSA) or teacher support. Where appropriate some of this money will be used to buy equipment. Also, some money may be put aside for reprographics such as for the enlargement of texts for a visually impaired student.

- The Learning Support department receives a budget from the school's capitation, which is used at the discretion of the SENCO for the purchase of text books and miscellaneous resources such as stationery.
- The school is committed to allocating all funding received from the Education Funding Agency (EFA) for SEND to staffing, commissioning services and purchasing specialist resources.

## **Partnership with bodies beyond the school**

### **Training**

When appropriate courses are offered by external organisations staff are encouraged to attend. Staff INSET time is also used for training regarding SEND.

### **Outside Agencies**

Through the pastoral system and the SENCO all staff can arrange to discuss concerns about students with outside agencies such as the Educational Psychologist, Education Welfare Officer (EWO). The SENCO meets a number of outside agencies, such as Educational Psychologist, the Sensory Consortium, the Specialist Inclusion Service, Cognition and Learning, Speech and Language Therapy, the Ethnic Minority Achievement Service, on a regular basis.

### **Parents**

Furze Platt Senior School recognises and values the important relationship between the school and the parents of children with Special Educational Needs and Disability. Parents can make a significant contribution to their child's progress by supporting the work of the school at home. Parents are always invited in to discuss any additional special needs provision such as their Key Stage 4 courses and the literacy programme. Reviews of the child's progress require a comprehensive knowledge of the student, which will only be possible with input from parents and this is written into the school's review process.

### **SEND Governor**

The governing body has a nominated governor with oversight of SEND.

The SEND Governor will monitor the implementation of this policy through:

- visiting the school;
- attending relevant Governing Body meetings and taking a central role in discussions about SEND;
- discussing/monitoring provision and outcomes for students with SEND; - reporting to the Governing Body.

### **Other Relevant policies/links:**

- SEND Information Report
- Medical Needs policy
- Anti-Bullying policy
- Local offer RBWM

## **APPENDIX 1**

### **Shine (provision for students with Autistic Spectrum Disorders)**

Shine is an Autism Resource Area. It is an inclusive resource that supports students with Autistic Spectrum Disorders. It facilitates their development of social communication skills and independence by providing a specialist service within a mainstream secondary school within the context of a supportive environment.

Shine promotes access to a broad and balanced curriculum within the mainstream school, whilst providing small group support where necessary, aimed at meeting individual needs.

## Principles

Shine will:

- Provide high quality education for students with Autistic Spectrum Disorders (ASD) who are able to access a mainstream curriculum with specialist support;
- Provide equal opportunities and access to a broad, balanced and differentiated curriculum that is appropriate to the students and their Special Educational Needs and Disabilities;
- Develop partnerships with parents that are collaborative, informative and supportive;
- Support the inclusion of students in both mainstream and small group classes;
- Provide an environment that is safe and supportive, which meets the students' social, emotional, educational and physical needs; □ Develop students' awareness of themselves and others;
- Provide opportunities to learn, develop and practise social communication skills and life skills.

## Procedures

Shine will achieve this via:

- A thorough transition programme for all students starting the school;
- Appropriate teaching assistance and additional resources within the classroom; □ The provision of access to regular individual and small group specialist teaching. Students, with the agreement of parents, may miss mainstream lessons to attend lessons in Shine. **See Appendix 2.** This is at the discretion of Shine staff, in consultation with teachers;
- Access to Shine at any time of the day whilst at school;
- Regular distribution of information to staff on student needs in relation to their Autistic Spectrum Disorder;
- Regular advice, support and INSET for all staff, particularly new staff;
- Where necessary, TEACCH approach to learning (Treatment and Education for Autistic and related Communication handicapped Children) within Shine;
- Regular support, guidance and encouragement to all students where necessary, to alleviate fears, worries and anxieties and to raise self-esteem;
- The teaching and promotion of greater self-awareness and awareness of others;
- The development of predictable daily routines, greater independence and self organisation;
- Collaborative work with FPSS's ASD Outreach team;
- Working with other schools and colleges and other outside agencies, such as: East Berkshire Autistic Society, Speech and Language Therapists, Educational Psychologists, Child and Adolescent Mental Health Service (CAMHS), Occupational therapists and other professionals and carers associated with autistic spectrum disorders;
- Regular target setting, monitoring, assessment of achievement and rewards;
- An Admissions Panel meets to consider applications for placements for three Year 7 places each year. Shine has capacity for a total of fifteen students. Criteria for admission are based around a student's suitability for a mainstream placement with additional specialist support. All students with a place in Shine will have a diagnosis of ASD or Asperger's Syndrome and will have a Statement of SEND.



## Performance

Shine will monitor and evaluate this via:

- Sharing good practice and updating teaching staff of changes at INSET, Staff Meetings and training held for staff on the needs of individual students;
- Daily briefings and weekly liaison meetings with Learning Support Assistants to inform, feedback, brainstorm and assess Shine successes and areas for improvement;
- Students' work and achievements (e.g. classwork, progress reports);
- The provision of ICT support (Information Communication Technology) through use of laptops in mainstream lessons, typing skills lessons and access to computers in Shine;
- Celebrating achievement and rewarding efforts, both in mainstream and in Shine. e.g. daily target cards;
- Student Annual Reviews of Special Educational Needs and Disabilities;
- Students are assessed academically in their mainstream subject lessons. It is the primary role of Shine to monitor and assess students' social communication skills and development;
- Monitoring the progress and achievement made by students: individual termly targets, Individual Education Programme (IEP) targets and assessments in all lessons attended;
- Completing regular student observations in social situations, end of unit and end of year assessments. These are all based upon the triad of impairments, the three core areas of deficit associated with an ASD:
  - impairment of social interaction
  - impairment of language and social communication skills
  - impairment of imagination and social understanding
- Reviewing and monitoring progress against Shine Department Improvement plans and the SIP;
- Report to the Senior Leadership Team and the Governing Body;
- Access arrangements are assessed and arranged for those students taking external examinations.

## APPENDIX 2

Students at Furze Platt Senior School, who are part of Shine, can attend additional lessons that specifically aim to meet their needs, associated with their ASD. Students attend additional lessons in Shine throughout the school day. This is agreed by parents, students and staff at the start of the school year. At Key Stage 3 most Shine students will have a minimum of five lessons per fortnight in the Resource Base. At Key Stage 4 timetables are further personalised in conjunction with the number of GCSEs taken by each student.

Each student has an individualised programme tailored to meet their needs. This will typically comprise of:

- Occupational Therapy
- Speech & Language Support
- Social Skills & Social development
- Emotion Education
- Life Skills
- Pre- teaching of subject specific material
- Additional Literacy or Numeracy
- Teaching use of specialist ICT programmes to support recording of material
- Mentoring meetings

- Anger management

Some students may be unable to manage one or two curriculum subjects in mainstream lessons. In these cases, with agreement from the subject teacher, head of house and parents, students attend lessons in Shine.