



PROCESS

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

SPECIAL EDUCATION PROVISION MEANS :

For any child (0-25 years) , educational, health and/or care provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Toynbee School will have due regard for the SEND Code of Practice, 0-25 guidance, when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

ADMISSION ARRANGEMENTS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the SEND Code of Practice, 0-25 Guidance, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements or EHC Plans must be treated as fairly as all other applicants for admission.'

Toynbee 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 pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

TOYNBEE SCHOOL RESOURCE CENTRE FOR VISUALLY IMPAIRED PUPILS

The management of the VI Resource Centre is the responsibility of the VI Resource Manager.

Aims and Principles:

The Toynbee School VI Resource Centre is committed to the removal of barriers to learning for all children and young people with visual impairment, promoting social inclusion and encouraging lifelong learning enabling them to achieve their potential and reach their goals. Children and young people with visual impairment will receive an education that enables them to:

- Achieve their full potential
- Have positive experience of the sighted world
- Have equal access to information and communication
- Access their education in a mainstream school with their peers for the majority of their day.

The centre serves pupils from all areas of Hampshire, Portsmouth and Southampton. Admission is through a separate procedure, which involves a LA Advisory committee. Funding comes directly from LA. All aspects of the Policy document are applicable to the VI pupils who are fully integrated into school life. SEN Link governors will visit the centre twice annually or when necessary.



ALLOCATION OF RESOURCES

All schools receive funding for pupils with SEN in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The delegated SEN budget (based on the LA formula, and generated in part by numbers on the SEN Register) covers the additional support required
3. Specific funds allocated to pupils with statements or EHC Plans.

Identification, Assessment and Review

CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the SEND Code of Practice, 0-25 Guidance when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- SEN Link Governors to visit annually.

THE ROLE OF THE HEADTEACHER

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Ensuring the Governing Body is well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Ensuring that parents / carers are informed of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents / carers and that these strategies encourage involvement in their child's education.

THE ROLE OF THE SENCO

- The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:
 - Overseeing the day-to-day operation of the policy
 - Co-ordinating the provision for pupils with SEN
 - Liaising with and giving advice to fellow teachers
 - Managing
 - Learning Support Assistants
 - Overseeing pupils' records
- Cont...



- Liaising with parents/carers of the fact that SEN provision has been made for their child to direct parents to the SEN Information Report and ongoing contact to discuss progress
- Making a contribution to In-Service Educational Training day (INSET)
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies
- Reporting to the Welfare and Guidance Sub-committee and FGB on a yearly basis
- Regular meetings with SEN Governor.

For effective co-ordination all school staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point SEN support is initiated in the graduated approach cycle
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents /carers are informed of this concern and the subsequent SEN provision
- Additionally, parents / carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required

THE ROLE OF THE SUBJECT TEACHER

The SEND CoP clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for SEN pupils
- Delivering quality first teaching to ensure best progress for all pupils, including monitoring outcomes
- Taking responsibility for identifying pupils not making adequate progress and putting in place measures to close the gap
- Collaborating with the SENCO to decide the action required to assist the pupil to progress if initial measures are not successful
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop Personalised Information Plans for SEN pupils
- Working with SEN pupils on a daily basis to deliver appropriate differentiation
- Developing constructive relationships with parents and carers.

EARLY INTERVENTION

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- ☐ Records from feeder schools, etc.
- ☐ Information from parents/carers
- ☐ Evidence obtained by teacher observation/ assessment
- ☐ Performance in the N.C.
- ☐ Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- ☐ Standardised screening or assessment tools
- ☐ Screening /diagnostic tests
- ☐ Reports, observations and or Pupil portfolios
- ☐ National Curriculum results



SEN PROVISION

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEN the Head teacher, subject teachers, SENCO, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own outcomes.

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or HLTA, LSA
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full- or part-time in VI provision
- Adaptation of the curriculum as required, eg. Support in lesson, literacy and numeracy lessons
- Provision of Personalised Information Plan to inform school staff and parents/carers of pupils' needs and progress
- Involvement of external support service for which parental consent will be sought.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Achieves or exceeds their personal targeted outcomes
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access for most pupils
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment.

The school also recognises that parents have a right to request a Statutory Assessment



REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN support
- The pupil's IEPs or PIPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Current attainment
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and carers
- Where possible, the views of the child
- Social Services reports or other care needs
- Any other involvement by professionals
- Attendance.

A EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a EHC Plan, although parents have a right of appeal.

A EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the outcomes set in the EHC Plan
- Short term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified.

REVIEWS OF STATEMENTS/EHC PLANS

Statements and EHC Plans must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parents/carers
- The child if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP/PIP targets and Annual Review targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement/EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year.



Year 9, 10 and 11 reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed. In line with time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEN/EHC Plan.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents and carers
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies .

These records will be kept securely until pupils reach age 25, and then destroyed.

REVIEWING INDIVIDUAL EDUCATIONAL PLANS IN VI RESOURCES (IEPs)

IEPs will be reviewed twice yearly. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process. A copy of the IEP will be sent to the parents /carers and tutor of the child.

INDIVIDUAL EDUCATION PLANS IN VI RESOURCE

Strategies for pupils' progress will be recorded in an IEP (Individual Education Plan) containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- The outcomes recorded at review
- SMART targets
- Attendance targets.

External support services will require access to pupils' records in order 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 pupil. Parental consent will be sought for any additional information required. The resulting IEP will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Toynbee Twilight training sessions are delivered by SENCO on inset days for SEND topics. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The School Leadership Team will undertake a similar review of training needs as required. LSAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction.



LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- ☐ Educational psychologists
- ☐ Medical officers
- ☐ Speech and Language Therapists
- ☐ Child and Adolescent Mental Health Service (CAMHS)
- ☐ Hearing impairment services
- ☐ Visual impairment services
- ☐ Pupil Referral Service (PRS)
- ☐ Support for SEND
- ☐ Bereavement Counselling
- ☐ Youth Counselling SEN.

In addition, important links are in place with the following organisations:

- ☐ The LA
- ☐ Specialist services – eg. Speech and language therapy and children in care
- ☐ The business community
- ☐ Social Services
- ☐ Other groups or organisations

COMPLAINTS PROCEDURES

The school's complaints procedure is outlined in the school prospectus and online portal. All complaints should be communicated so that the school can resolve issues. These will be explained to parents/ carers if required.