



## SEND Policy

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Policy Links:

### Signed

..... Date 14/03/2018.....

Richard White  
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..... Date 14/03/2018.....

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## **Section 1: Rationale:**

The Isle of Wight Studio School Studio School, aims to create an inclusive ethos where all students are supported to overcome their barriers to learning and access an appropriate and relevant curriculum. The Isle of Wight Studio School is committed to meeting the needs of students with special educational needs within the revised guidance offered by the SEND code of practice 2015.

This SEND policy details how the Isle of Wight Studio School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

Accordingly, the Isle of Wight Studio School will aim to ensure that Learning Coaches in the School are able to identify and provide for those pupils who have SEN and encourage an all-inclusive environment, so far as is reasonably practical and compatible with the child receiving the special educational provision.

The staff and governors of the Isle of Wight Studio School will endeavour to ensure that all SEND students reach their full potential, are fully included within the school community and are able to experience a smooth transition between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. **Addressing the needs of students designated with learning difficulties is the job of every classroom teacher. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.**

Meeting the needs of SEND students requires partnership working between all those involved: LA, school, parents/carers, students, children's services and all other relevant agencies.

The Isle of Wight Studio School is committed to welcoming all students. Accordingly, adjustments will be made where necessary and where possible to enable all students for whom our School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Where students need additional support other than that of a classroom teacher for example: reading intervention or a specific learning difficulty, an individual pupil profile will be coordinated by the Special Educational Needs and disability Co-ordinator (SENDCo) to ensure that needs are identified and ways of addressing the needs decided upon and delivered. Students identified with specific needs will be monitored as a group within the context of the school quality assurance framework.

## Section 2: Aims and objectives

### Aims

- Every student will be accorded equal value irrespective of ability, gender or other distinction in a caring and stimulating environment.
- Every student is offered his or her curriculum entitlement in an accessible, acceptable and where possible adaptable form.
- Students with special needs and disabilities will be fully included into the Studio School community and assisted to function comfortably within that community.
- Students with difficulties relating to literacy and numeracy develop the skills they lack through strategic planning and intervention -withdrawal from class will be on an 'as needs' basis only and in the least disruptive way for their learning.
- Aim to meet the needs of Gifted and Talented students within the Additional Educational Needs Policy. (Please see separate G & T policy)
- By being given access to appropriate information on expectations, monitoring procedures and progress.
  
- Students with special needs are encouraged to be independent and take an active role in identifying and meeting their own needs.

### Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the revised SEND Code of Practice, 2015 and the Local Offer handbook.
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disability coordinator (SENDCo) who will work with the SEND Inclusion policy.
- To provide support, advice and guidance for all staff working with students with Special Educational needs.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND
- Make appropriate provision to overcome all barriers to learning and ensure pupils and parents have a better understanding of their child by involving them in all stages of education.
- Create a school environment where pupils can independently contribute to their own learning by offering all students the opportunity to appropriately voice their own opinions.

### **Section 3: Identifying Special Educational needs**

The current government has reformed the way in which provision and support is made for young children with special educational needs and/or disabilities in England. New legislation (The Children and Families Act, 2014) came into force on the 1<sup>st</sup> September 2014. A new revised SEND code of practice 2015 accompanies this legislation.

Accordingly, the SEND Code of Practice states that all teachers are responsible and accountable for the progress and development of the students in their class, including students who access support from other resources other than the main teacher. Therefore, all staff at The Isle of Wight Studio School endeavour to provide **all** students with high quality teaching- differentiation for individual students is the first step in responding to students who have or may have SEN. The school will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary, improving, teachers; understanding of strategies to identify and support vulnerable students.

At The Isle of Wight Studio School we identify the needs of our students by considering the needs of the whole student. As a team we recognise that our students have an entitlement to a balanced and broadly based curriculum that includes vocational and work-based learning. Consequently, this meets individual needs, both through National Curriculum programmes, the 'Create' Framework, vocational and work- based learning, and planned enrichment opportunities. Accordingly, staff will work together to plan a properly balanced and relevant curriculum, which can be modified, reviewed and adjusted to the needs of the students.

#### **Implementing a coherent and comprehensive assessment procedure for identifying, meeting, recording and reviewing needs:**

The School aims to follow the procedures of assessment as set out in the Code of Practice on Special Educational Needs (2015) and to build these into whole school curriculum and pastoral systems operating in the school.

The SEN Code of Practice identifies four broad areas of needs:

- Communication & Interaction
- Cognition & learning
- Social, emotional & mental health difficulties
- Sensory & or Physical needs.

The purpose of identification is not to label or fit a student into a category but to identify what action needs to take place.

#### **Descriptors for the four main areas for SEND:**

- **Communication & Interaction**  
This includes students with speech, language and communications needs (SLCN) and may have difficulty in communicating with others. Consequently, additionally, these students may have difficulty expressing themselves clearly; struggle to understand what is being said to them and additionally, may not understand or use social rules of communication. This

category can also include students with ASD, including Asperger’s Syndrome and other Autism in these cases students may have particular difficulties with social interaction.

➤ **Cognition & learning**

This includes students that require support for students due to learning at a slower pace than their peers, despite appropriate differentiation. This includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD) and also where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This area of need also includes students with specific learning difficulties (SpLD); affecting one or more specific aspects of learning. This can include: dyslexia, dyscalculia and dyspraxia.

➤ **Social, emotional & mental health difficulties**

This area of need describes students who may experience a wide range of social and emotional difficulties; these can manifest themselves in many ways. These may include becoming isolated or withdrawn, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders. Other students may have disorders such as attention deficit.

➤ **Sensory & or Physical needs**

This area of need describes students that require special educational provision because they have a disability which prevents or hinder them from making use of the educational facilities generally provided. Their difficulties can be age related and may fluctuate over time. Students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Some students with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The following areas **are not designated** as SEN but may still have an impact on progress and attainment:

- Students with poor attendance and punctuality
- Students who are EAL
- Students who are in receipt of Pupil Premium grant
- Students who are “looked after”

**Quality First Teaching (QFT): ‘The baseline of learning for all pupils’:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Note: paragraph 6.37 in the revised SEND code of practice states: High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

**QFT:**

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. This includes analysis of baseline assessment gathered via GL Assessment Cognitive Abilities Tests (CAT4). Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The student is then monitored if a concern is raised by parent or teacher, but this does not automatically place the pupil on the school's SEND register, students will only be considered for the SEND register if there is a significant need identified.
- Concerns are discussed with parents/carers in regular Team around the Child Meetings. Concerns are recorded by the school as an aid to further progression and for future reference.
- In the first instance the subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo and Pastoral Team will be consulted for support and advice, they may wish to observe the pupil in class in order to gain more understanding of the student in their learning environment. Through these actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

The Isle of Wight Studio School will address any referrals made to the SEND department in an investigative, confidential manner and act accordingly by implementing the Four Waves of Intervention initiative. All intervention must be evidenced as this will play a key part in evaluating whether the child is in need of an EHCP.

One example of guidance for the Four waves of Intervention initiative can be found by clicking the following link:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/inclusion handbook/C Inclusive Teaching and Learning/C3-C8 Three waves of intervention.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/inclusion%20handbook/C%20Inclusive%20Teaching%20and%20Learning/C3-C8%20Three%20waves%20of%20intervention.pdf)

### **SEND Support:**

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEND ensures that effective provision is put in place and subsequently remove barriers to learning.

The support provided consists of the advised graduated four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. Additionally, this cycle will enable the identification of specific interventions which would serve to be the most effective in supporting the student in achieving good progress.

#### **Assess: Expression of Concern**

A student is identified in the first instance by the Learning Coach as requiring frequent additional assistance in class (Wave 1), or a member of staff or parent expressing a concern regarding the needs of a student. The parents are informed; the relevant documentation is completed and the student is placed on the School based Expression of Concern list.

In identifying a child as needing SEND support the subject Learning Coach, working alongside the SENDCo, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data.

Additionally, the opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

#### **Plan (Wave 2-3)**

Accordingly, this analysis will require regular review to ensure that support and intervention is matched to need and ensure barriers to learning are clearly identified and being challenged. All interventions being used must be individualised in order to be effective in developing and evolving skills required.

When it is decided to provide a student with internal SEND support, parents will be fully informed. Planning will involve consultation between the student's Learning Coaches, SENDCo, and parents to: agree the adjustments, interventions and required support; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement should be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.



## **Do**

The personal coach and Learning Coaches remain responsible for working with the student. They will retain responsibility by working closely with relevant specialist staff regarding individualised intervention strategies in order to plan and assess the impact of support.

Additional support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of supplementary effective intervention will be provided by the SENDCo.

## **Review**

Reviewing student progress will be made at termly Progress Tracking academic and Value Added data checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of student progress and development; make any necessary amendments in consultation with parents and subject learning coaches.

## **Referral for an Education, Health and Care Plan (Wave 4):**

### **Statutory Assessment**

A very small number of children fail to make progress despite personalised intervention - for these children the school and the LEA consider the need for an Education, Health and Care plan. Therefore, they will undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will only occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and other relevant professionals within school if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- The Child
- Parents/ Guardians
- Learning Coaches
- SENDCo
- Social Care

Educational psychologist

- Health professionals

Information will be gathered relating to the current provision offered and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.iwight.com/Localoffer>

### **Education, Health and Care Plans (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by the local authority if it is decided that the needs of an individual cannot be met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content and outcome of the EHC Plan.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least 6 monthly by staff, parents and the student. The personal review enables provision for the student to be evaluated and, where appropriate, changes to be put in place.

### **Criteria for exiting the SEN register**

Any student who has been identified as requiring SEND support may be removed from the SEN register if they have made continued progress and are meeting their expected target grades. Students will not be removed by anyone apart from the SENDCo and this will be after discussion which includes all the students' subject teachers, the student themselves and also the parents. However the SENDCo will continue to monitor the student and if at any point the student is no longer making the expect progress SEND support will be reviewed again this will involve a child centred approach involving the student, class teacher, parents / carers and any outside agencies involved with the student.

### **Section 4: Inclusion of Students with SEND:**

The following bullet points indicate the school's criteria in relation to identifying and managing students either to be placed on the SEND register or monitored over time.:

- A detailed account of what work has been done in the past, by whom. This includes quality first class teaching from their class teacher which is differentiated for individual students to meet their needs is the first step in responding to students who have or may have SEND.
- All teachers are responsible and accountable for the progress and development of all students in their class, including students who access support from teaching assistant.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement in the following ways, learning walks, regular assessment cycles, regular in class assessment, and mock exams in KS4. Tracking of students data as a result of a recent assessment cycle.
- As a school the involvement of the class teacher in conjunction with the SENDCO will consider all information gathered from the school about the students' progress alongside national data and expectation of progress. This will include accurate formative assessment. Once the information has been gathered a decision will be made with consultation of both the parents and also the child themselves, if further investigation is required from outside agencies or our on-site specialist teacher, this is then completed.

- Once a need has been identified staff will be informed as to how best to support the learning of that individual student in their classroom. The school will consult the parents and also the child and the school will do this by applying the assessment, plan, do & review cycle outlined in the SEN code of practice. Parents will be contacted at the start of the process and a child centred approach will be used. All parties involved in the students' progress will be invited to be involved in every step of the way, either by regular meetings with class / subject teacher, meetings with SENDCo, email exchanges or telephone conversations.

#### **Section 4: Managing students' needs on the SEND register:**

As a school students who have been identified as in need of SEND support, from the information gathered about their learning needs, a individual educational profile will be written. This profile identifies the students presenting issues, strategies to support their learning in the classroom, additional support being provided to the students (intervention arrangements) and exam concession arrangements. These are sent directly to parents and accordingly, parents are invited to review these profiles during a meeting with the SENDCo. There is an expectation that these are updated termly and staff will be required to RAG the targets they have set for individuals in their subject. The profiles are also reviewed if any new issues arise relating to individuals on the SEND register. In addition to this The SENDCo will produce SEND data showing a summary of all students needs in one particularly year group.

#### **Working in partnership with parents and involving them at all stages of the assessment process.**

The School aims to include parents at all stages of the assessment procedure and to keep them informed of the support being provided for their children and the progress being made. Where possible we seek to include parents in the process of helping to meet the needs of their children. Staff will aim to involve parents positively when addressing any cause for concern in relation to a particular student's learning and subsequently, the school will involve them in planning and reviewing meetings during the assessment process. The Isle of Wight Studio School operates an open and clear policy where parents and carers can approach the school whenever they have a concern and time will be made to discuss their concerns.

The Isle of Wight Studio School fully embraces the principles of student participation. Those students who are capable of forming views have a right to receive and make known any information, therefore, students are fully involved in the formation of learning and behaviour targets and contribute largely to the review of their targets through self-evaluation.

Students' views are also sought when evaluating the effectiveness of provision put in place to address their needs, and the provision in the School overall.

## Section 5: The Nature of School Based Interventions:

A range of support is available and will be allocated on the basis of identified needs by the SENDCo and specialist providers.

- Alternative learning materials or equipment.
- Alternative methods of recording work.
- Small group teaching.
- Access to specialist provision from within the School.
- Access to LEA or support services for advice on strategies / equipment / staff training.
- Staff development to enhance skills. . .
- Teaching in smaller class sizes, with a differentiated or modified curriculum.
- Withdrawal work with an SEN teacher or other members of the teaching team. . .
- Specialist intervention in literacy programmes.
- Attendance at a specialist unit outside the School on a part time basis.
- Specialist outside support.
- Detailed assessment of complex needs.

The SENDCo will work closely with parents and keep them informed about the progress of their children and explain to them the purpose of any extra help that their children are getting. Additionally, the SENDCo will work with all outside agencies as appropriate.

### **To provide a variety of support to help all staff to take responsibility for meeting the needs of all students in their classes**

#### **In-class support**

As far as possible, support to students is delivered in the classes where they are being taught rather than by withdrawing them from classes. Learning coaches and Personal Coaches can offer a range of types of support depending on need. They might target particular individuals or groups of students; help with differentiating teaching materials; team teach or split the class into smaller group.

Individual educational profiles (Isle of Wight Studio School IEP):

All SEND students will be allocated an Individual Educational Profile . The student will help build their profile with the SENDCo and other relevant subject and pastoral professionals. This profile will identify barriers for learning, provide smart targets for improvement and offer possible strategies to support the student in their learning. The subject Learning Coach will be required to set achievable targets in their subject and RAG these in the assessment cycle every term

Where the student requires an IEP or social or emotional behaviours it will also be produced in conjunction with the SENDCo.

As stated above strategies for student progress will be recorded on the profile and will cover: short-term targets which are different from and additional to the differentiated curriculum available to all students.

- Teaching strategies may be suggested
- The type of provision will be outlined

- The review date will be highlighted
- The success or exit criteria will be outlined
- All outcomes will be recorded at the review

**Section 6: Lead Role of the SENDCo. As well as duties and responsibilities mentioned above the SENDCo is also responsible for:**

**Promoting staff development in relation to SENDs by ensuring that SEND related issues permeate all aspects of staff development in the School.**

The SENDCo will work closely with all staff to help them to apply SEND policies which permeate all aspects of their work and which all members of the School will adhere to. They can also work with staff on reviewing their development plans. In CPD workshops the SENDCo will assist subject Learning Coaches with schemes of work and methodologies which promote differentiation. The SENDCo will assist staff in developing formative assessment and efficient record keeping as a planning tool and give INSET on SEND related matters.

**Co-ordinating the involvement of outside agencies:**

The SENCO will liaise with support agencies from outside the school and engage their help when the school has exhausted its own resources. The School will liaise with outside agencies when they have been involved with a student who is transferring to The Isle of Wight Studio School from another school.

Staff and facilities from outside the School include:

- The Educational Psychological Services
- Community Health Services

### **Supporting Students and Families**

The Local Authority publish a local offer, this sets out all the information in one place about provisions families can expect to be available across education, health and social care for students and young people.

The Isle of Wight Studio School has links to outside agencies including the Educational Psychologists.

Parents or carers with any concerns need to contact the SENDCo directly regarding SEND Support and exam access arrangements. When students are moving from class to class, across key stages or from or to another school The Isle of Wight Studio School recognises that transitions can be difficult for a child with SEND and will take steps to ensure that any transition is made as smooth as possible.

### **Section 7: Monitoring and Evaluation of SEND**

The Isle of Wight Studio School will regularly review, monitor and evaluate the quality of provision that is on offer to our students.

Students in receipt of exam concession arrangements must undergo a stringent assessment process carried out by the specialist teacher, with evidence provided by class / subject teacher that this level of support is required by the student and is also their 'normal way of working'. Concessions are reviewed with the students if they feel they no longer require the support. Class teachers are regularly asked by the SENDCo if they can identify any students who may benefit from additional support during exams. Students at The Isle of Wight Studio School will also refer themselves to the SENDCo regarding support in exams.

### **Section 10: Roles & Responsibilities**

The Isle of Wight Studio School 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 SENCO/Head- Teacher/Governors has been informed that a student has special educational needs, those needs are made known to all who are likely to teach the student, following assessment
- (iii) Ensure that teachers in the School are aware of the importance of early identification and intervention, therefore, 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 call for and the efficient education of the students with whom they are educated and the efficient use of resources
- (v) Report to parents/carers on the implementation of the School's policy for students with special educational needs as required (See Section 317, Education Act 1996)
- (vi) Have regard to the Code of Practice when carrying out its duties toward all students with special educational needs (See Section 313, Education Act 1996)

As part of the school's subscription package, the SENDCo will attend the Local Authorities SENDCo cluster meetings for secondary SENDCO's. The SENDCo will also attend SENDCo conference held annually by the Local Authority and will also work closely with the local authority and outside agencies.

**The Head- Teacher:**

- (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 School Governors informed of the progress made by SEND students.

**Teaching and non-teaching 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 SENDCo. All teachers and support staff have a responsibility to bring to the attention of the SENDCo any child whose needs they believe are not being met.

It is incumbent upon teachers to be aware of the varying needs of students in their classes and to differentiate accordingly.

All teachers are teachers of students with special educational needs.

**The Special Educational Needs Coordinator:**

Is Alison Sheen, who is responsible for the implementation of the SEND Policy. The SENDCo is responsible in particular for:

- (i) The day-to-day operation of the SEND Policy and for co-coordinating provision for students with special educational needs, working closely with staff, parents/carers and other agencies
- (ii) Liaising with and advising other members of School staff
- (iii) Maintaining the School's SEND Register and overseeing the records of all students with special educational needs or disability as well as coordinating Educational Health Care Plans (EHCP) and Individual Educational Profile (IEPs)
- (iv) Liaising with the parents and carers of children with special educational needs
- (v) Liaising with external agencies, including the educational psychology service, the health and social care services and voluntary bodies.
- (vi) Ensure all support and interventions are monitored and recorded on individual profiles
- (vii) Liaising with the pastoral support officer Geraldine Steadman who helps to support the education, behaviour and development of students pastorally.
- (viii) Leading and deploying the School's extra learning support staff
- (ix) Carrying out the annual SEND Audit and reporting its findings to the School Governors.