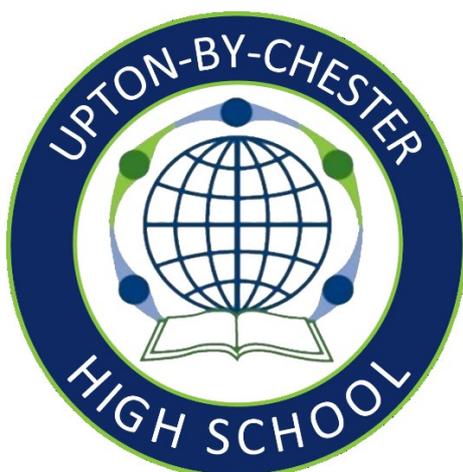


# Upton-by-Chester High School

## SEN Policy and Information Report



Policy Link	
SLT	Mrs Hitchen
Governor	Mr Ivison

To	Date
Committee: Pastoral	13 October 2021
Full Governing Body	8 December 2021
Next Review	September 2022

*'Learning to shape the future'*

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. Roles and responsibilities .....	3
5. SEN information report.....	3
6. Monitoring arrangements .....	7
7. Links with other policies and documents .....	7

---

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN

Upton-by-Chester High School promotes the learning and wellbeing of learners with special educational needs. We strive to ensure that learners are given the opportunities within school to achieve their potential with the support and guidance of teachers and support staff. In line with [The Equality Act 2010](#), learners with special educational needs and disabilities are treated more favourably than a learner who is not disabled and school may have to make changes to its practices to ensure, as far as is reasonably possible, that a disabled learner can benefit from what we offer to the same extent that a person without that disability can.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss Anne-Marie Farnin. The Assistant SENCO is Julia Jackson.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure learners and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date

### **4.2 The SEN Governor**

The SEN Governor, Mr Paul Ivison, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher, Mr Lee Cummins will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Complex medical needs

## **5.2 Identifying learners with SEN and assessing their needs**

At Upton-by-Chester High School we will assess each learners' current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All Year 7 learners will sit the MidYIS assessments during their first few weeks in Year 7. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **5.3 Consulting and involving learners and parents**

We will have an early discussion with the learner and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teachers and/or Head of Year will work with the SENCO, Miss Farnin, to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Learners are given opportunities in Year 10 to visit different college taster days to experience post 16 settings.

## **5.6 Our approach to teaching learners with SEN**

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners. All teachers at Upton-by-Chester High School are fully trained TEEP trained.

We will also provide the following interventions:

- Spelling Club – Diaphon
- Additional Literacy lessons
- Study skills classes
- Supervised homework club

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

Teaching assistants will support learners on a 1:1 basis when they have an Education Health Care Plan (EHCP) or Top-Up funding.

Teaching assistants will support learners in small groups when they have been disapplied from their Modern Foreign Language lessons and attend the Support department for additional Literacy lessons.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language (SALT)
- Community Pediatrics
- Social Care
- Cheshire West and Chester SEN Team
- Child and Adolescent Mental Health Service (CAMHS)
- School Health
- Sensory Team – Hearing Impaired
- Sensory Team – Visually Impaired

## **5.9 Expertise and training of staff**

Our SENCO has 6 years' experience in this role and has worked as the Assistant SENCO for 5 years before this.

Miss Farnin is allocated 17 hours a week to manage SEN provision.

We have a team of 28 teaching assistants, including 1 higher level teaching assistant (HLTAs) who is trained to deliver SEN provision.

In the last academic year, staff have been trained in autism inclusion.

## **5.10 Securing equipment and facilities**

Upton-by-Chester High School has an excellent Support department. It is a ground floor building located towards the back of the school. The Support department comprises of 3 classrooms, a 'quiet room', a sensory room, a sensory garden, learner toilets, learner drinking fountain and kitchen.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every half-term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans

### **5.12 Enabling learners with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our learners, including our extensive after-school clubs.

All learners are encouraged to go on our residential trips and all learners are encouraged to take part in sports day, school play, special workshops, etc. No learner is ever excluded from taking part in these activities because of their SEN or disability. Upton-by-Chester High Schools accessibility policy can be found on our website.

### **5.13 Support for improving emotional and social development**

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the school council
- Learners with SEN are also encouraged to be part of the wide variety of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Upton-by-Chester High School works collaboratively with different outside agencies to ensure that the needs of learners and SEN provision is effective. We work with:

- Speech and Language (SALT)
- Community Pediatrics
- Social Care
- Cheshire West and Chester SEN Team
- Child and Adolescent Mental Health Service (CAMHS)
- School Health
- Sensory Team – Hearing Impaired
- Sensory Team – Visually Impaired

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Headteacher Mr Cummins in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of learners with SEN**

[The Information, Advice and Support Service \(IASS\)](#) is a service that helps parents and carers who have a child with difficulties with learning and or a disability and children and young people who have a learning difficulty and or a disability from birth to 25 years. The service is confidential and offers impartial advice and information to help clients make informed decisions.

### **5.17 Contact details for raising concerns**

To contact the SENCO, Miss Anne-Marie Farnin, to discuss any concerns please contact school via telephone 01244 259800 or email [SENdepartment@uptonhigh.co.uk](mailto:SENdepartment@uptonhigh.co.uk).

### **5.18 The local authority local offer**

Our contribution to the local offer can be found on the website under SEN Offer <https://www.uptonhigh.co.uk/attachments/download.asp?file=2023&type=pdf>.

Our local authority's local offer is published here:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Pastoral Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Policy on Accessibility <https://www.uptonhigh.co.uk/attachments/download.asp?file=1887&type=pdf>
- Behaviour for Learning policy <https://www.uptonhigh.co.uk/attachments/download.asp?file=433&type=pdf>
- Single Equality Scheme <https://www.uptonhigh.co.uk/attachments/download.asp?file=1889&type=pdf>
- Supporting pupils with medical conditions
- SEN Offer <https://www.uptonhigh.co.uk/attachments/download.asp?file=2023&type=pdf>.