Alderbrook School | Alderbrook Sixth Form

Special Educational Needs and Disabilities Policy

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Introduction

1 Alderbrook School is a thriving, successful, vibrant and energetic institution demonstrating a common purpose – to ensure the very best for our students. Our aim is to be an ambitious, brave and kind community. We are proud to be a truly inclusive school providing high quality education for all.

2 This policy should be considered alongside the school's Disability Equality Scheme (DES), the Disability Equality Duty in the Disability Discrimination Act (DDA) 1995, the Equality Act 2010, the April 2011 Equality Duty update, The Children and Families Act 2014, Special Educational Needs Code of Practice 2014 and Alderbrook's SEND information report.

Guiding Principles

3 Teachers are responsible for the progress and learning of all pupils in their class. High quality teaching is the first step to enable the inclusion of all pupils within mainstream classes. Our aims are to

a. offer access to a broad, balanced and relevant curriculum which, in its delivery, takes account of ways in which some pupils' needs are different from, or additional to, those of other children.
b. enable the inclusion of all pupils in the social and extra-curricular activities of the school.
c. provide an ethos for all pupils which provides the necessary support and encourages the development of personal independence.
d. provide individual guidance and support for children with Special Educational Needs, and to promote a smooth transition across the key stages and through the school.
e. work collaboratively to identify and assess the needs of ~~all~~ pupils, so that the appropriate provision may be made, in line with the Code of Practice, in order to reduce barriers and increase participation. This includes circulating information via Provision Map and 'Pupil Profiles' for pupils on the SEND register to ensure teachers are aware of barriers to learning and positive strategies for support.
f. ensure that the views of the child are sought and taken into account in any decisions affecting his/her education, in the light of their age and understanding.
g. seek the support of parents / carers in their child's education and to take their views into account in decision making about their child's particular needs.
h. work closely with other agencies in providing a multi-disciplinary approach to the resolution of issues.
i. develop and maintain a culture where all staff recognise that they are teachers of pupils with special educational needs and understand that they are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist support assistants or other specialist staff. An integral part of this culture should be that pupils with a special educational need and/or disability are not treated less favourably than others.

Definition of Special Educational Needs and Disabilities (SEND)

4 A child or a young person aged from 0 – 25 years has special educational needs or disability (SEND) if they have: a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; if they require special educational provision to be made for them.

5 Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age or have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

6 Children with SEND would normally require provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

SEND Admissions

7 Alderbrook School is committed to fulfilling its duty to comply with national and local admission arrangements for all pupils with special educational needs and disabilities. Alderbrook School, in conjunction with the LA, carefully considers applications from parents / carers of pupils with additional needs and disabilities and does not discriminate against them in circumstances where reasonable adjustments and/or the provision of auxiliary aids and services can be made to meet their needs. Entries to Alderbrook Sixth Form are subject to exam entry requirements.

8 In the unlikely event that the school receives a higher number of applications from pupils with Education and Health Care Plans (EHCPs) than it can safely accommodate or where the quality of teaching and learning for other pupils would be affected, the school will prioritise pupils from within the catchment area and then from the Solihull area.

9 The school's most recent Accessibility Plan provides details relating to physical accessibility which may also affect our response to a pupil's application.

10 In addition to those who join the mainstream school, Alderbrook has an Additionally Resourced Provision (ARP), supporting a small number of pupils in years 7-11 with complex needs, relating to their diagnosis of Autism. These students are placed by SMBC following the consultation with the school.

Facilities

11 Student Development has a dedicated suite of ~~class~~rooms including a sensory room, student development is positioned at the heart of the school. There are currently no facilities which increase or assist access to the school for pupils who are physically disabled or have a sensory impairment. The Annette Scott Building opened September 2023 and is fully accessible with a lift. The Alder ARC opened in October 2018 and is fully accessible with a sensory room to support the ARC students.

Role of the Trust Board

12 The role of the Trust Board is to

- ensure that the Special Educational Needs Policy and SEND Report is kept up to date.
- monitor the effectiveness of the SEND policy and provision.
- appoint a trustee to assist in the monitoring process
- consider annual reports from the SENDCo.

Role of the SENDCo

13 The role of the SENDCo is to

- work closely with the Head Teacher, Leadership Teams and colleagues in the development of the strategic direction of the SEND policy and provision.
- contribute to the training of staff in meeting pupils' needs.
- ensure the SEND policy and SEND Report remain up to date and to liaise with the Head Teacher and Governing Body when appropriate.
- have responsibility for the day-to-day operation of the school's SEND policy and to co-ordinate provision for all pupils with SEND.
- maintain the school's SEND register and records of those with Education and Health Care Plans (EHCPs). The SENDCo will be involved in: gathering information, assessment, planning, monitoring and reviewing; liaising with outside agencies, liaising with parents / carers and advising the staff of changes in the SEND provision.
- plan timetables for all Student Development staff members and for pupils, where appropriate.
- line manage the ~~Alder~~ ARC (Autism resource base)

Role of subject teachers

14 Subject teachers will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need.

15 Where appropriate, the subject teacher will seek to involve the support staff in the delivery of the curriculum to students with EHCPs.

16 Subject teachers will take into account, in reviewing pupils' achievement, the progress of children with SEND. They will also contribute to annual EHCP reviews.

Role of parents / carers

17 The school will work in partnership with parents / carers so that the child's needs are addressed at home and at school.

18 Parents / carers of pupils with SEND will have their views taken into account in reviewing their child's progress and to identify actions to support the child at school and at home.

19 Parents / carers will have access to their child's Learning Plan or Pupil Profile.

20 Parents / carers will have access to information about the school's SEND policy, outside agencies and services offered by external organisations.

21 Parents / carers will keep the Student Development Faculty informed of changes to their child's circumstances.

Pupils on the SEND register

22 There are various methods by which the school identifies pupils as having additional needs which include a combination of the following:

- Shared information at KS2 transition
- Screening tests at the start of Year 7

- Information from Parent/Carer
- Referral from mainstream teaching staff following the Graduated Approach, which requires evidence of in-class intervention (Assess; Plan; Do; Review)
- Reports/assessments carried out by other SMBC approved professionals, e.g. educational psychologist, occupational therapist in liaison with professionals supporting the young person in school.

23 Pupils who make progress and achieve their targets in the Assess; Plan; do; Review process and do not need further intervention will be removed from the SEND register, in consultation with their Parent/Carer.

24 In line with the SEND Code of Practice, a child's additional needs will be categorised under the following headings:

- Communication and Interaction – including Speech, Language and Communication Needs, and Autism Spectrum Conditions
- Cognition and Learning – including Specific Learning Difficulties such as Dyslexia, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- Social, Mental and Emotional Health – including ADHD, Anxiety Disorder and Attachment Disorder
- Sensory and/or Physical – including visual impairment, hearing impairment and physical disabilities

25 If, over a period of time, a child is considered to be making limited progress towards their targets and is continuing to experience difficulties despite the specific interventions implemented by the school, and if all strategies are unsuccessful, the SENDCo, in consultation with parents / carers, may decide to seek support from external services.

26 Intervention at this stage would be co-ordinated by the SENDCo for all areas of need, who will work closely with Pastoral Managers and Heads of Year to identify the appropriate service or agency.

27 Pupils on the SEND register may be supported by a key worker dependent on the level of need.

28 Ordinarily, external services would provide support and advice to the school about additional or different strategies for pupils who have not made progress through school-based interventions. Specific targets are usually agreed at this stage and reviewed at regular intervals by school staff and parents / carers.

29 The SENDCo will take the lead in any further assessment of the pupil, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.

School Request for an Education and Health Care Plan Assessment

30 If, at the review of a pupil who has been in receipt of support from external services, those involved decide that the pupil is not making adequate progress, the SENDCo in consultation with parents / carers, will review if the level of need meets the threshold criteria to request the LA to initiate an EHCP assessment.

31 The SENDCo will be responsible for collating the information related to the strategies employed and targets set and achieved. There would need to have been at least two reviews at which it was clearly evident that the planned interventions had failed to provide the intended outcomes.

32 In general the school will provide evidence related to:

- school provision/intervention provided since the pupil was placed on the SEND register
- pupil profiles
- records of reviews
- a pupil's health and medical records, where relevant
- attainment in literacy and numeracy
- any educational or other assessments which may be relevant
- views of parents / carers and pupils
- reports of other professionals and agencies

33 The SENDCo will be responsible for liaising with the LA during the process of statutory assessment.

Pupils with an Education and Health Care Plans

34 The SENDCo will take the lead in:

- Arranging support for pupils as stated in section F of their plans.
- Liaising with staff, pupils and parents / carers
- The development of Learning Plans or pupil profiles and advising on strategies to staff
- Monitoring progress
- Involving and liaising with external support services
- Developing INSET for staff, where appropriate
- Maintaining records about pupils' progress
- Organising the pupils' reviews

Curriculum Provision

35 All pupils with special educational needs and/or disabilities are given a timetable and placed within a form group that presumes a full access to the National Curriculum. In addition, at KS3, pupils with special educational needs, in agreement with parents, may be withdrawn at various times to take part in workshops focussing on their primary area of need. These interventions are intended to facilitate inclusions in mainstream lessons and are evidence based and time limited. The impact is assessed and reviewed to minimise time taken from mainstream classes with subject teachers.

36 The KS4 curriculum for pupils with learning needs is reviewed on an annual basis to ensure it is appropriate for the pupils in the year group and enables them to further their studies post-16. At the point where KS4 options are chosen, Student Development staff support parents / carers and pupils to discuss the courses available and, where appropriate, make suggestions and offer guidance. Students with learning needs in KS5 will receive individualised support to develop the appropriate skills to succeed in a more independent learning environment.

Transition Between the Key Stages

37 For students in Year 6 at feeder primary schools, transition days are organised in the summer term, introducing students to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENDCo will visit the feeder primary schools to attend Year 6 reviews in the summer term where possible.

38 For older students selecting their options in Year 9 Student Development staff will guide students as to the most appropriate choice, again in full consultation with parents and carers.

39 For students in Year 11, a careers guidance advisor will work with our SEND pupils and their parents /carers in order that they make a successful transition to KS5 /post-16 education or apprenticeships.

Children with English as an Additional Language (EAL)

40 The needs of pupils having difficulty with English because it is their second language should not be equated with other special educational needs. In particular, such children should not be offered materials with a reduced cognitive content unless a learning difficulty in the pupil's first language has been confirmed. The best place for learners of English as a second language is a mainstream classroom with their peer group.

41 Bi-lingual children should be considered an advantage in the classroom rather than a problem. Evidence shows they will make greater progress in English if they feel their mother tongue is valued. The EAL support available from the LA will help the school if the child has arrived at Alderbrook with a limited grasp of English.

Complaints Procedure

42 Any complaints relating to SEND issues should be pursued under the school's Complaints Policy.

SEND Leadership structure

43 The SEND leadership structure with the school is

- SEND link Trustee – Mrs Kelly Pougher
- Student Development Line Manager – Mr Tim Stent
- Head of Inclusion and SENDCo – Mrs Kerry Thompson-Moore
- Deputy SENDCo – Mrs J Dawes
- ARC Lead Teacher – Debbie Luise