SEND AND ACCESSIBILITY POLICY

2017-2018

Policy Approved: November 2017   Policy Renewal: November 2018

Reviewed by the LGB GHS Governors

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

CONTENTS PAGE

Greenbank High school is an inclusive school. Our vision is to ensure all pupils enjoy high quality learning experiences through which they are able to achieve their full potential. Our ethos is to encourage all pupils to be actively involved in their own learning.

INTRODUCTION

The present Greenbank High School policy has been reviewed and amended in consultation with School Governors, SLT, Parents/Carers and external agencies, with regard to the SEND Code of Practice 0-25. (September 2014.)

SCHOOL ADMISSION POLICY

The school has adopted the Sefton Admission policy and admissions are co-ordinated by the Local Authority. This does not discriminate against pupils with Special Needs.

AIMS

'Every Teacher is a Teacher of SEND.'

The school aims to:

- Promote independence, equality and consideration for others.

- Support all children to excel by offering different pathways for progression.

- Equip pupils with the skills and attributes necessary for adult life.

- Celebrate the wide range of our pupil's achievements.

- Create a welcoming atmosphere for parents/carers and other stakeholders.

OBJECTIVES

- To identify and provide for pupils who have Special Educational Needs or a Disability in accordance with the SEND Code of Practice 0-25 (2014).

- To promote a whole school responsibility towards those pupils with Cognitive and Learning, Communication and Interaction, Social, Mental, Emotional and Health and Sensory/ Physical Difficulties.

- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a balanced curriculum.
- To assess and monitor the progress of pupils with SEND to ensure they are able to reach their full potential.

- To create a school environment where pupils can contribute to their own learning.
- To work with parents / carers and ensure they are involved in all stages of their child's education.

- To liaise with external agencies when a pupil's needs cannot be met by the school alone.

- To provide a Special Educational Needs and Disability Co-ordinator who will provide support and professional guidance to staff to ensure High Quality teaching for pupil's with SEND.

ROLES AND RESPONSIBILITIES

SEND GOVERNOR

The member of the Governing body linked with Special Educational Needs and Disabilities is Mrs Nicola Hurst.

SENIOR LEADERSHIP TEAM

Mr I. Raikes	Headteacher.
Mrs E. Russell	Deputy Headteacher (Pastoral)
Mrs K. Robinson	Deputy Headteacher (Curriculum)
Miss C. Cullen	Assistant Headteacher (Assessment, Recording and Reporting).
Mrs A. Gent-Jones	Assistant Headteacher (Pastoral)
Mrs S. Whittaker	Assistant Headteacher (Teaching and Learning)

SEND CO-ORDINATOR

Mrs V. Simmins

TEACHING ASSISTANTS

Mrs J Citrine

Mrs M. Cushing

Mrs M. Kernahan

Mrs K. Low

Mrs S. Minshull

Mrs D. Mitchell

Mrs A. Moran

The SEND department is line managed by the SENDCO

IDENTIFICATION OF SEN

"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age".

Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

(The New Code of Practice 2014 6.12)

It is essential that pupils with SEN are identified as early as possible so appropriate provision, access and interventions can be implemented.

Indicators for pupils with SEN:

- Primary school information (Including Key stage 2 data).

- SATs.

- FFTD information.

- School Assessments (Access Reading Test, Diagnostic Spelling Test, CATs).

- Concerns expressed by staff.

- Concerns expressed by parents/carers.

- Concerns expressed by pupils.

QUALITY FIRST TEACHING

Quality First Teaching provided to all pupils. The strategies listed below reflect the reasonable adjustments that can be offered by Greenbank High School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEN support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Approaches to support Communication and Interaction

Visual timetables and supports

Outcomes modelled and demonstrated

Clear classroom organisation and structures

Clear unambiguous use of language

Opportunities to work independently without interruption

Time provided for pupils to process language

Teacher able to access and employ method of communication appropriate to pupil's need

Clear and simple instructions

Approaches to support social, mental or emotional health

- Tactile sensory objects to calm student

- Adult directed time out and time away strategies

- Understanding of methods to motivate a range of learners

- Recognition of sensory needs and appropriate adjustments made

- Positive regular communication with parents/carers.

- Personalised rewards and sanctions –including motivators

- Consistent use of positive language

- Range of opportunities to support social and emotional development

- Class and school mediation strategies

- Clear and understood behaviour policy

- Solution focused approaches

- Approaches that develop emotional literacy

- Positive peer models

- Consistent use of language and expectations

Approaches to support cognition and learning needs

Differentiated Curriculum, pertinent to pupils level of attainment or development –through presentation and / or outcome

Reading material accessible to students

Students can present knowledge / views in a variety of ways

Assessment for learning concepts –pupil aware of the next steps in learning and how to achieve them

Accessibility to personalised learning aids such as word banks, number lines, memory prompt, etc.

Collaborative working opportunities

Repetition and reinforcement of skills

Visually supported learning environments

Adjustments to alleviate visual stress

Multi-sensory approaches to learning

Methods to summarise and highlight key teaching points

Questions differentiated in accordance to level of understanding and Emotional needs

Interactive learning opportunities

Teaching adapted to a range of learning preferences

Approaches to support sensory and / or physical needs

Access to equipment to ensure mobility provided by health professionals

Awareness of seating positions to take into account sensory difficulties

Adaptations to resources to ensure accessibility

Access to developmentally appropriate materials and resources

Adaptations to presentation of learning

Effective use of resources and technology

Support as detailed in access plan or health care plan

SEN SUPPORT

'Once a identified pupil as having Special Educational Needs an appropriate support plan will be put into place to achieve targeted outcomes. This process is called the Graduated Approach. It has four stages.

Assess

The SENDCO once notified will begin to collate all the information about the pupil from a variety of sources (teachers, pupil, parents/carers and outside agencies) to develop an accurate picture of need.

Plan

A support plan will be initiated to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

Quality First inclusive teaching approaches are identified to enhance the pupil's learning.

Focused in class support from a teaching assistant to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.

Interventions that have been identified to achieve specific targets. These will be delivered and monitored.

Direct teaching, SEND support groups in years 8-11 supported study groups.

Resources to ensure full access to the curriculum.

Liaison with the parent/carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

When determining plans across the school, the Senior Management Team and the SENDCO will need to be mindful of effective and efficient use of school resources, including any additional funding from the Local Authority.

Do

Once accepted by all stakeholders the plan becomes a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success. The SENDCO will manage all plans and arrange meetings for the review of outcomes.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents/carers. An amended plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan, and be removed from the SEND Register.

If a pupil has an Education, Health Care Plan the Local Authority will be responsible for a review of the plan every twelve months.

All pupils with Special Educational Needs are included in mainstream classes. In –class support by SEND Teaching Assistants and withdrawal for small group / individual teaching is used when appropriate. Some pupils will also be provided with a personalised curriculum to accommodate specific learning/or medical needs.

All documentation and records are maintained by the SENDCo and are confidential to the parents/carers and to those members of staff associated with the child concerned.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Greenbank High School ensures that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so they can play a full and active role in school life, remain healthy and achieve their academic potential. (For further details please refer to the 'Supporting Students with Medical Conditions at School policy 2016/2017)

Some of those pupils may also have Special Educational Needs or Education, Health and Care plan which bring together Health and Social Care needs, as well as their educational provision. In these cases, the SEND Code of Practice (2014) is followed.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

All pupils with SEND are funded from the school's budget. For those pupils with the most complex needs, additional funding (High Needs Funding) is retained by the Local Authority. This is accessed by the SENDCO submitting an individual application to an authority panel, who will determine whether the level and complexity of need meets the threshold for this funding.

SEND TRAINING

The Senior Management Team and the SENDCO are responsible for providing regular training and learning opportunities for all staff on the subject of SEND and SEND teaching to ensure that pupils with SEND receive High Quality teaching and are able to fulfil their potential.

The School's SENDCO regularly attends LINCS meetings and Local Authority network meetings in order to keep up to date with local and national updates in SEND.

The school is a member of the National Association for Special Educational Needs (NASEN).

DEALING WITH COMPLAINTS

Greenbank High school has formal procedures for complaints about the curriculum, which are detailed on the school website and are available in hard copy via the school office. If further clarification is needed, please contact the Headteacher in the first instance.

REVIEWING THE POLICY

The policy is reviewed annually through the Governors Child Protection, Safeguarding and Health and Safety Committee and agreed for final approval at the following Full Governors meeting of the LGB.

APPENDIX 1

Useful Web addresses

School website
 http://www.greenbankhigh.co.uk/

Sefton Council website
 http://sefton.gov.uk/schools-learning/special-educational-needs- (sen).aspx

Government website
 https://www.gov.uk/government/organisations/department-for-education

APPENDIX 2

ACCESSIBILITY

1.1   Statement of intent

The aim of this plan is to ensure that all pupils have full access to the curriculum and to the school.

1.2   Definition of disability

A person has a disability under the Equality Act 2010 if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

1.3   **Requirements**

The school is required by the Equalities Act 2010, and the SEND Code of Practice 0-25 September 2014, to plan for:

- *Increasing access for disabled pupils to the school curriculum.*

This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

- *Improving access to the physical environment of the school*

This covers improvements to the physical environment of the school and the physical aids to access education.

- *Improving the delivery of written information to disabled pupils*

This includes planning to make sure that written information normally provided by school to its pupils is available to disabled pupils. Examples include handouts, text books, timetables and information about school events.

Note: The duty of the responsible body (ie the governors) is:

- *   Not to treat disabled pupils less favourably
- *   To make reasonable adjustments for disabled pupils

2) **ACCESS PLAN**

2.1 **Increasing access for disabled pupils to the curriculum**

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
• Curriculum for current pupils with hearing problems is in place. • Pupils with sight problems can use computers *	• SSENIS to ensure appropriate training is in place • Introduce text enlargers to 5 computers *	• On going • Implemented Individual pupils can alter fonts to suit their needs	• SENDCO and relevant teaching staff • Assistant Headteacher ICT and SENDCO	• Successful integration of pupils. • ICT equipment available to all.	• School budget • School budget
• Curriculum accessible to pupils with all disabilities: physical, emotional, behavioural	• Staff to review curriculum to ensure the learning needs of all pupils are addressed.	• Ongoing	• Directors of Learning • Heads of Year • SENDCO	• A curriculum which is accessible to all pupils	• Cost of resources
• Ensure all Learning outside the classroom is accessible to all	• Staff organising visits to complete risk assessment for pupils with disabilities	• For each visit	• Visit organiser • Liaison with SENDCO	• Pupils with disabilities to undertake visits including residential visits.	• Cost of inspection visit, hire of specialist equipment, staff training and an extra member of staff.

2.2 **Improving access to the physical environment of the school**

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
• Improved access to curriculum for wheelchair users.	• All lessons timetabled on ground floor. • Special consideration given to planning of • Enrichment Days to ensure they are accessible.	• Ongoing	• Deputy Headteacher • Enrichment Day Leaders • SENDCO	• Pupil accessing full curriculum	• N/A
• To enhance the facilities for intimate care for pupils with physical/medical disabilities	• Changing bed/physio bed to be placed in an appropriate setting.	• Achieved - Changing bed fixed to wall in Disabled Toilet. • Physio plinth in a separate room (SEN 2).	• Deputy Headteacher • SENDCO • Premises Manager	• The intimate/medical needs of individual pupils are met	• School budget
• Evacuation procedures reviewed for wheelchair users.	• Clear evacuation procedures for wheelchair users to ensure safety.	• Risk Assessment completed and evacuation procedure agreed. • On-going in accordance to changes to the school building and regulations.	• SENDCO • Premises Manager	• Evacuation procedure reviewed and any changes implemented.	• N/A

2.3 Improving the delivery of written information

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
• School produced materials to be available in appropriate formats if required.	• Staff to review • Materials. • Collect information about useful sources of help e.g. how to get materials in Braille or translated if necessary.	• Ongoing	• Directors of Learning • Heads of Year • Office Staff • SENDCO • Headteacher	• A database of sources of information about how to prepare materials as necessary.	• School budget
• Availability of all documentation in an accessible format	• Review format of material produced for parents/carers and public eg prospectus, web site, newsletters etc.	• Ongoing	• Headteacher and Staff • as above	• Information will be available in appropriate formats	• School budget
• Replacement as needed of textbooks, ICT etc to ensure materials are available easily to all.	• As materials are replaced, staff will aim to buy resources accessible to all, bearing in mind cost.	• Ongoing	• Directors of Learning • Teachers in charge of Subjects	• Information will be available in appropriate formats	• Faculty budgets

MONITORING AND EVALUATION

The Accessibility Plan will be a regular item on the agenda of school meetings and its impact will be reported to the appropriate committee of Governors as follows:

All Committees routinely report to the Full Governors' Meeting, held each term.

2.1	Access for disabled pupils to the curriculum	Curriculum and Achievement Committee (LGB)
2.2	Access to the physical environment of the school	Child Protection, Safeguarding and Health and Safety Committee (LGB)
2.3	The delivery of written information	Curriculum and Achievement Committee (LGB)