

Special Educational Needs Policy and Information Report for Taverham High School 2020-2021

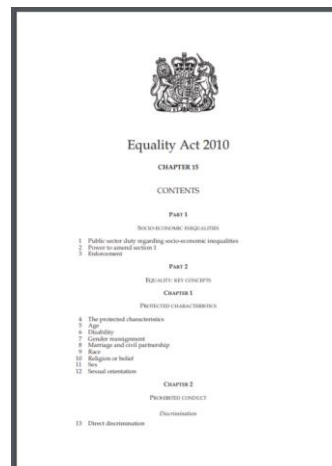
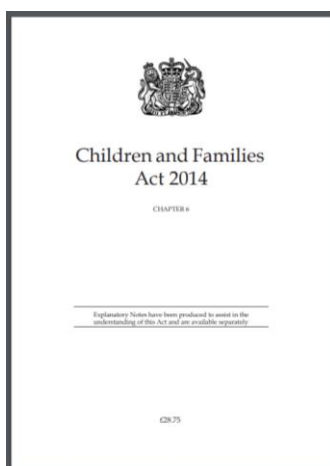
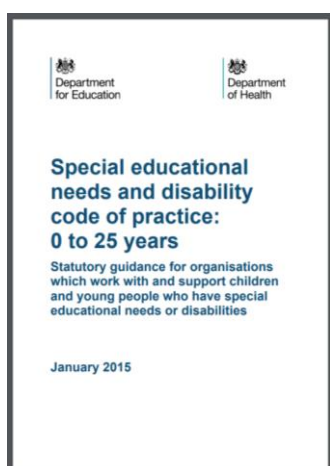
Taverham High School is an inclusive mainstream secondary school. Welcome to our special educational needs (SEN) Information Report which sets out our offer for learners with special educational needs and disabilities (SEND).

At Taverham High School (THS) we use our best efforts to meet the needs of all learners, including those with a special educational need or disability, valuing all learners as individuals with their own strengths and difficulties. This document sets out how we do this within the guidelines of the Special Educational Needs and Disability (SEND) Code of Practice and will be updated annually.

At THS we are committed to working together with all members of our school community. Parents, students and staff are invited to provide feedback about this document to Mrs Dixon our SEN co-ordinator ([SENCO](#)) to further revise and refine its contents.

Legislation and Guidance

Our SEN Policy and Information Report is written with regard to the Special Educational Needs and Disability Code of Practice 2015 and the Children & Families Act 2014 and Equality Act 2010



Our SEN Policy and Information Report forms part of the Norfolk Local Offer. You can find out more about the 'SEND Local Offer' for Norfolk on the Norfolk County Council website



Norfolk County Council

Key Contacts for SEND at Taverham High School

Head teacher: Ms C Dallas
Deputy headteacher: Miss R Ricketts
Assistant headteacher: Mr J Day
SENCO: Mrs R Dixon
Assistant SENCO: Mrs P Phillipson
SEND Link Governor: Ms J Sewell

01603 264330
office@taverhamhigh.org
sen@taverhamhigh.org

Students with special educational needs or disabilities (SEND)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision different from or additional to that normally available to pupils of the same age.” (Special educational needs and disability (SEND Code of Practice, 2015)

Students with a disability

“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. There is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.” (SEND Code of Practice, 2015)

How does Taverham High School identify and meet the SEND needs of learners?

Many learners experience difficulty at some point in their school life. This can be for many reasons and with additional support from their teachers they are able to overcome this.

Teachers regularly assess and track learners’ progress throughout the school year to identify those who may be having difficulty. Progress rate can reveal difficulties where it:

- is significantly slower than that of their peers (starting from the same baseline),
- fails to match their own previous rate of progress, or
- widens the attainment gap when compared to their same age peers.

Progress concerns and low attainment will not automatically mean a pupil has a SEN but will usually indicate a need for some extra help. Learners can experience set backs for many reasons; teachers will work with the learner and their parents to decide what help is needed.

For some learners, despite the extra help offered and adjustments made, difficulties may worsen or continue over a longer period. Every learner is unique, and further assessment by the teacher or SEN team will help to consider if they have a learning need or difficulty that requires special educational provision. These learners may agree to be identified as having SEN.

We follow the recommended Graduated Response approach described in the SEND Code of Practice as the assess, plan, do and review process.

‘Assess’

Teachers will work with and support the SEN team to carry out a clear analysis of the learner’s needs using:

- Teacher assessment and observations.
- Previous progress, attainment and behaviour.
- The learner’s development in comparison to their peers and national data.
- The views and observations of the parents.
- The learner’s views and experience.
- Advice from external support services, if relevant. (Information will be shared in line with GDPR guidelines)

We will work with learners and parents to identify if they have a special educational need with or without a diagnosis, what their barriers to learning are and if they need SEN provision.

Some diagnoses and barriers to learning we are familiar with supporting include, but is not exclusive to:

Autism Spectrum Disorder (ASD) Speech difficulties Language development delay Language disorder Interaction difficulties	Mild or Moderate Learning difficulty (MLD) Global or Generalised Learning Delay Specific Learning Difficulty (SpLD): dyslexia, dyscalculia	Emotional regulation difficulties Emotional development interruption Attachment disorder ADHD / ADD Anxiety disorder Mental health needs	Visual impairment Hearing impairment Physical disability Developmental Coordination Disorder (DCD): dyspraxia visual-spatial integration needs Sensory processing disorder
--	---	---	---

‘Plan’

When a student is identified as having SEN, we will work with parents/carers to choose provision that is intended to best overcome the barrier to their learning. SEN Provision is ‘additional to or different from’ the normal differentiated curriculum.

Our school provides additional and/or different provision for a range of special educational needs that are detailed in the SEND Code of Practice as falling into four broad areas of SEND.

Communication & Interaction needs	Cognition & Learning needs	Social, Emotional and Mental Health needs	Sensory and/or Physical needs
-----------------------------------	----------------------------	---	-------------------------------

A range of provision is available from which we select appropriately to meet learners’ individual needs. These include

- individual or small group intervention
- reasonable adjustments or adaptations to equipment, environment, timetables and/or curriculum

For a small proportion of students some support in the classroom or temporary alternative arrangements for curriculum delivery may be needed.

‘Do’

Learner’s SEN and provision are detailed in a SEN Support Plan (SSP). SSPs detail the learner’s:

- strengths and difficulties
- barriers to learning
- helpful strategies and adjustments to use in the classroom
- SEN provision
- targets set to support accelerated progress

SSPs are shared with all staff in school to inform lesson planning and how adults should approach and respond to the learner.

‘Review’

Learner’s needs and provision are reviewed regularly and SSPs revised accordingly collaboratively with the learner and their parents/carers. Assessment information and feedback from teaching and SEN staff is used in the review to evaluate how effective the provision has been, what impact it has had on the learner’s progress and what further support, if any, is needed next.

External Agency and Professional support

For some students it may be necessary to engage support from specialist external agencies and professionals. The services of other professionals is sought to carry out specialist assessment and gain advice about the individual's barriers to learning and recommendations for effective provision.

THS has access to support from a range of external agencies including but not exclusive to: Educational Psychology Service, TITAN Road Safety, Access Through Technology Service, Virtual Schools for Sensory Support, Looked After Children and SEND, The Dyslexia Outreach Service, NHS- East Coast Community Health Care (Speech & Language Therapy service), and the Medical Needs Service.

Access to health professionals (community paediatrician) for assessment and/or diagnosis is currently achieved through a referral via the family's GP. This pathway is under review at present.

We are keen to engage with all external agencies and professionals working with our learners in a collaborative effort to meet their needs.

Education, Health and Care Plans

A small proportion of learners will have significant learning needs that may in time require provision that is not readily available in mainstream school settings. For these learners an application can be made for Norfolk County Council to carry out an education, health and care (EHC) needs assessment.

The EHC needs assessment is a multi-professional assessment coordinated by Norfolk County Council. An EHCP (EHC plan) coordinator is appointed to oversee the assessment and support parents through the process. Once the assessment is complete, an education, health and care needs plan (EHCP) may be issued to clearly set out the learner's needs, barriers to learning and provision required to meet those needs. The draft plan is usually agreed by parents in a collaborative meeting with the EHCP Coordinator and the school SENCO.

Learners with an EHCP will also have their needs and provision identified in an adapted SSP. This is shared with all staff to ensure a shared understanding across the school of the learner's needs and provision as set out in the EHCP. The SSP will be reviewed regularly in the same way as for learners at SEN Support.

An annual review of the EHCP is also carried out to ensure the plan remains an accurate reflection of the learner's needs and required provision. Teachers are asked to provide feedback and assessment information to inform the annual reviews of EHCPs.

If despite the school's best endeavours and the EHCP, the needs of the learner are no longer being met, consideration must be given to making a request for a different setting or a full reassessment of needs. An interim review is held to facilitate collaboration or school, learner, parents and the local authority to consider the best next steps to support the learner.

Exam Access Arrangements

Some of our students will meet the criteria for access arrangements when undertaking public examinations. These students will normally be identified from the level of support they require with their learning, reading or writing as part of normal everyday practice. Such students will be formally assessed by our qualified Exam Access Arrangements assessor using the exam board approved assessments to determine their entitlement. This normally takes place in the summer term when students are in Year 9. This is to conform with exam board timescales and ensure that appropriate arrangements are put in place for exams and controlled assessments that are held during Key Stage 4.

Transition Arrangements for transfer to and from Taverham High School

The SENCO and SEN colleagues liaise with SENCOs from primary and junior schools to obtain an overview of and where possible, a detailed report on the barriers to learning and needs of individual SEN students that are due to transfer into year 7 the following September.

Information gathered from the primary and junior settings will also be used to:

- produce SEN Support Plans.
- inform teachers' planning in September
- decide if additional visits or arrangements are needed to facilitate a smoother transition.

For those students who have a statement/EHCP:

- The local authority will write to the school to ask if the school can meet the learner's needs.
- The SENCO or assistant SENCO will usually aim to attend the Annual Statement/EHCP Review held during Year 6.

Ordinarily to support transition, all students will spend a day at THS during the summer term familiarising themselves with the school. Some students that have SEN may request additional visits as part of this process.

- For students transferring to THS mid-year, the school will
- Request SEN records and information from the previous setting.
- Arrange to meet with the learner and family prior to the start date to discuss needs and provision where possible.

When a student with SEN transfers to another school or to Sixth Form/College the SENCO will ensure that SEN records are passed on to the receiving institution and provide further or more detailed information as requested.

Students transferring to post 16 settings and university are offered guidance and support from our independent advice and guidance officer, Mrs A Warwick. A_warwick@taverhamhigh.org

During the covid-19 pandemic, transition visits are not readily available. Information and virtual tours are available online and conversations are invited by email or telephone to discuss individual cases with the SEN team.

The Norfolk Dyslexia Outreach Service

All Norfolk Secondary schools have access to specialist support for dyslexic students from the Norfolk Dyslexia Outreach Service (DOS). The service aims to ensure that all students with dyslexia can attend their local school safe in the knowledge that their needs will be addressed wherever they go. Support can involve monitoring and assessment of need, teaching and monitoring of progress and advice and guidance for our staff.

This service is based at and hosted by Taverham High School enabling close and regular consultation to support learners at THS.

SEN Profile for 2019-2020

The following information is correct at time of publishing.

Our number on role is 1209.

Our current SEN profile shows that 143 (11.8%) of our learners are identified as having SEN, 119 (9.9%) at SEN Support and 23 (1.9%) have an EHCP. (Correct at date of publication)

Funding for SEND

THS receives funding directly to the school from the Education Funding Agency as part of the General Annual Grant to support the needs of learners with SEN. Further funding is allocated on the basis of learners with an EHCP and high level SEN Support needs. The amount of funding allocated for 2020-2021 is £263,837 to meet all SEN needs and an anticipated additional £51,753 to support learners with an EHCP.

Other opportunities for learning

All students have the same opportunity to access extra-curricular activities. At THS in 2020-21 we are restricted in those we can offer due to covid-19 regulations and risk assessments. Ordinarily we offer a range of additional clubs and activities.

All pupils are encouraged to participate in trips, special events and to apply for roles of responsibility within the school such as ELF's (Everyone's listening friend) and prefects. We operate a zero tolerance approach to bullying. No student is excluded from these opportunities because of their SEN or disability and we are committed to making reasonable adjustments to ensure participation for all in activities, trips and visits. Please contact our Events Manager, Arlene Warwick to discuss any specific requirements. a_warwick@taverhamhigh.org

Have your say

This SEN information report sets out our annual offer to students with SEN, but to be effective it needs to take account of the views of parent/carers, students, governors and staff. So please engage with our SEN drop-in sessions to review the report and to share your views about our provision for students with special educational needs and disabilities.

Complaints

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

Useful links

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

www.familyvoice.org.uk

www.norfolksendpartnershiass.org.uk

Covid-19

During the current pandemic, we are required to carry out our duties as best we can and in line with the guidelines set out for student and staff safety, and to avoid the spread of covid-19.

Meetings and conversations are held online, by telephone or email where possible but in all cases, arrangements are made to avoid unnecessary delay to processes and access to provision for our learners with SEND.