Special Educational Needs and Disability Policy

This is the school plan which informs this policy:

	Our plan for education to understand the world and change it for the better
CURRICULUM Who we are	Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
INCLUSION What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
COMMUNITY How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.

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This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2014) and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy

- Accessibility Plan
- Teachers Standards 2012

In the spirit of current reform, this policy has been co-produced by the Assistant Head Teacher for Inclusion, SENCO and Support Centre Leaders in consultation with parents of students with SEND.

The Headteacher and the Governing Body have delegated the responsibility for the on-going implementation of this SEND Policy to Jo Cameron, SENCO and Francesca Kamei, Assistant Head Teacher for Inclusion.

Newly appointed SENCOs who have not previously been a SENCO for 12 months must achieve the National Award for SEN Co-ordination within three years of appointment

The SENCO who has been appointed will work to achieve the National Award for SEN Co-ordination within three years of this policy which is in line with Clause 64, Children's and Families Bill 2014 and has responsibility for the co-ordination of SEN provision for students with SEND. The Assistant Head is responsible for reporting regularly to the Headteacher and the Governor with Responsibility for SEN, on the on-going effectiveness of this SEND policy, and is the designated teacher with specific Safeguarding responsibility and responsible for managing PPG/LAC funding.

The Head of SCALI, Victoria Hodgson, is responsible for the SEND provision for students within the Support Centre for Autism and Language Impairment and the Head of Deaf Support Centre, Jo Cameron, is responsible for the SEND provision for students within the Deaf Support Centre. The Head of LSU, Lisa Sproat, is responsible for the additional needs provision for students requiring support from the Learning Support Unit, Counselling and EAL interventions.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

All teachers are teachers of students with special educational needs. Teaching such students is, therefore, a whole-school responsibility, requiring a whole-school response.

Aims

At Thomas Tallis we believe that students with special educational needs must have their social and academic needs addressed. All students with special educational needs should have access to a broad, balanced and inclusive education and, wherever possible, learn alongside their peers. Thomas Tallis believes it is important to provide both support and challenge to ensure all students engage in learning and fulfil their potential. The school's commitment to achieving excellence through creativity caters for a wide range of learning styles and abilities. At Thomas Tallis we encourage high expectations of everyone in our school community and provide a focus on outcomes.

Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- To work with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education.

- To provide access to a broad and balanced curriculum appropriate to the individual needs of the student.
- To commit to delivering an SEN Inclusion Policy coordinated by the Special Educational Needs Co-ordinator (SENCO).
- To ensure that students express their views and are involved in decisions which affect their education.
- To provide support and advice for all staff working with students with special educational needs.
- To promote effective partnership and involve outside agencies where appropriate.

Identifying Special Educational Needs

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age. or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

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."

This definition includes students with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition."

The SEND Code of Practice describes the four broad Categories of Need

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or understanding and using social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can have an impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range

of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, 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 or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the curriculum and environment. Children and young people with an MSI have a combination of vision and hearing difficulties.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a student into a category but consider their needs.

Circumstances that may affect progress and attainment, but are not considered as constituting 'SEN'

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Negative behaviour may be an underlying response to a special educational need.

Slow progress and low attainment do not necessarily mean that a child has SEN and will therefore not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Also, difficulties related solely to limitations in English for children and young people for whom English is an additional language (EAL) are not SEN.

Difficulties with attendance, punctuality, health and welfare do not constitute SEN, neither does being identified as a child for whom the Pupil Premium grant is paid, being a Looked After Child nor being a child of service personnel.

A graduated approach to SEN Support

Students' needs will be identified and met as early as possible through:

- The analysis of data including entry profiles, reading ages and student progress data.
- Regular classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual student's progress over time.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through Raising Attainment and Progress (RAP) meetings.
- Understanding, when necessary, a more in depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs, or involvement of an outside agency.

Stage 1: Quality First Teaching

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries is identified via regular subject RAP meetings where accurate formative assessment data is analysed.
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'
(SEND Code of practice 0-25 years, p.101 para 6.52)

- The Inclusion team will be consulted as needed for support and advice and may wish to observe the student in class, or request feedback from staff involved in teaching and supporting the student.
- Once a student has been identified as possibly having SEN, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
- Through the above investigation it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents or carers will be informed of every stage of their child's development. They are encouraged to share information and knowledge with the school.

- Students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Thomas Tallis will, once concerns of potential SEN are raised, follow the graduated approach to meeting the student's needs including:

- **ASSESS** – Establishing a clear assessment of the student's needs; once identified the student will be added to the SEND register.
- **PLAN** – Planning with the student and their parents or carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **DO** – Implementing the interventions, with the support of the SENCO, Specialist teachers, LSAs or external agencies as appropriate.
- **REVIEW** – Reviewing the effectiveness of the interventions with the student, their parents or carers and relevant staff and making any necessary revisions.

Stage 2: Additional SEN Support

A student will be offered additional SEN support when:

- It is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered to all students in the school, i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- They make little or no progress when teaching approaches are targeted specifically at the student's identified areas of weakness.
- They show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- They have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment.
- They have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

It may be decided that a student on the SEND register requires additional High Needs funding or an EHCP to secure an entitlement to additional, specialist provision. This may particularly be the case where outside agencies have been involved in assessing the student. The SENCO will contact parents/carers to discuss any applications to external agencies (including the Local Authority) for extra support for their child.

Managing Students' Needs on the SEND Support Register

Principles:

- To monitor and evaluate termly the progress of all students on the SEND support register.
- To provide a personalised package of support.
- To involve parents or carers and students in every step of the process including identification of need, decisions on actions (including any necessary referrals to external agencies) and evaluation of progress.

- To raise awareness of students' needs through dissemination of personalised guidance via the SEND register, the Student Profiles and staff training.

To help clarify level of need, we are dividing the EHCP and SEN Support students into four further categories:

1.Specialist (S)

These are the students with EHCPs who are entitled to a high level of additional support from specialists, external agencies and Inclusion staff, in addition to high quality teaching, in class support and monitoring.

2. Targeted (T)

These are students with specific diagnoses who require a high level of support. These students' needs should be met by the following measures of support:

- High quality teaching (i.e. teachers knowing students' needs and differentiating accordingly).
- In class support by Education Assistants/external agency involvement as required.
- A Student Profile updated termly and circulated to all their teachers.
- Termly review of student progress and SEND provision with parent or carers per year

3. Universal (U)

These students' needs should be met by high quality teaching. The student has a specific learning difficulty, but the teacher is able to cater for this and the student does not need to be provided with additional targeted support by an Education Assistant in class. These students may receive interventions from ISA's or EA's outside of the lesson e.g. Social Skills, reading, phonics, numeracy, and physiotherapy or 'Life Skills'.

- Student Profiles and Independent Learning Plans (ILPs) are living records which highlight to staff exactly which needs have been identified, how to remove key barriers to learning effectively and the clear outcomes to be achieved within an agreed time frame. When meetings are conducted with parents and other interested parties, Tallis Planning Reviews (TPR) are completed after each meeting.

- An Inclusion Officer is responsible for maintaining and updating the profiles and plans, seeking feedback from the student and staff. The profiles and plans are reviewed termly in conjunction with the SENCO and the SEND team.

Criteria for Exiting the SEND Register

- The SEND register is reviewed termly; any student who has made good progress following interventions is highlighted as 'Monitor to Remove' (MTR). The following term, if no further

concerns have been raised and there is positive feedback regarding the student's progress, the student's name is removed from the SEND register and the student's electronic and paper files are updated.

- The Inclusion Officer responsible for maintaining the SEND register keeps a separate list of all students who have been removed from the SEND register to inform future practice and evaluate provision.

Supporting Students and their Families

Please see the school website for links to Greenwich Local Offer and the school's SEN Information Report, including links with other agencies to support the family and the following policies: Anti-bullying; Complaints; Disability and Deafness; School Admissions and Medical.

Inclusion staff plan and deliver transition programmes at each key stage; Years 6-7, Years 8-9 (choosing options for Key Stage 4) and Year 11 (preparing for exams and post 16-pathway).

Tailored support provided includes:

- primary school visits.
- attendance at Year 6 Annual Reviews.
- SEN induction morning for parents or carers and students.
- interventions and in class support as appropriate.
- careers guidance.
- assistance in finding and managing work experience placements.
- sixth form college visits and preparing for post-18 pathways.

Supporting Students at School with Medical Conditions

Thomas Tallis recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some children with medical conditions may be disabled and where this is the case Thomas Tallis will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan.

Supporting Students in Exams

The Assistant Head for Inclusion, Francesca Kamei, oversees exam dispensation. This includes a wide range of access arrangements. We analyse previous data and referrals from students, teachers and parents or carers to identify students' needs for exams. Students receive exam dispensation, as per their entitlement, at Key Stage 4 and 5.

Monitoring and evaluation of SEND

Thomas Tallis regularly and carefully monitors and evaluates the quality of provision we offer all students. The self-evaluation process is undertaken across the school at key points throughout the

year, including reporting to governors' performance appraisal, updating of the school SEF and department meetings. There are regular opportunities for consultation with parents or carers, staff and students regarding SEN provision.

Training and Resources

- Thomas Tallis will allocate the appropriate amount of core per-student funding and notional SEN budget outlined in the Local Offer for the SEN provision of its students.
- The training needs of staff are identified and planned through lesson observations and performance management review meetings.
- All staff new to the school receive a SEND induction process.
- Inclusion staff regularly provides INSET to staff and undertake training opportunities in their area of specialism.
- Attendance at the Local Authority's SENCO network meetings in order to keep up to date with local land national updates in SEND.
- Link to RBG SEND staff training programme. *http://servicestoschools.royalgreenwich.gov.uk/courses*

Roles and Responsibilities of the Governors

- Support the school in the application of the SEN policy and ensure that, within the school's overall budget, appropriate staffing and funding levels are maintained.
- Ensure that provision meets the needs of every pupil with special educational needs.
- Consult with Greenwich Educational Services and other local schools as appropriate.
- Report annually to parents on the implementation and effectiveness of the SEN policy and take account of any comments or suggestions.
- Ensure that the policy is accessible to all parents and that a summary of the policy is in the school prospectus and is given to the parent of every pupil with special educational needs.
- Identify, assess and make SEN provision for all children whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or a young person's SEN.
- Designate an appropriate member of staff (the SENCO) as having responsibility for coordinating provision for students with SEN.
- Make reasonable adjustments for a student with disabilities to help alleviate any substantial disadvantage they experience because of their abilities.

Roles and Responsibilities of the Education Assistants

- Provide subject specialist support to small groups of students within lessons across the curriculum and key stages
- They provide in class support, interventions and assistance to pastoral teams.

Roles and Responsibilities of the Individual Support Assistants

- Provide 1:1 tailored support to students across the curriculum, as per their level of need and EHCP entitlement
- Support students during unstructured times including meeting students at the gate, accompanying them between lessons, supervising at break and lunchtimes and at the end of the school day

Reviewing the Policy

The Inclusion staff, School Leadership Team and the School Governors review the SEND policy annually.

Storing and Managing Information

Information regarding children with SEN will be treated confidentially and shared only with the relevant people. Student files will be stored in secured cabinets in line with school policy. When a child leaves the school, any SEN information will be transferred to the respective educational placement or stored according to school policy.

Accessibility

The school adheres to the duty placed upon it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Dealing with Complaints

If parents or carers are concerned about the provision discussed with them at reviews or during a meeting, they would be encouraged to forward their views to the Assistant Head Teacher for Inclusion (Ms Francesca Kamei), the Head Teacher (Mrs Carolyn Roberts) or a school governor who will work with parties involved to resolve any areas of concern. Borough and school procedures involving students with SEN are explained to families and students with SEN via telephone and parents or carers are welcome to attend meetings with a friend or family member. We have an open-door policy and welcome visitors and communication at mutually agreed times.

Bullying

Bullying is dealt with through our behaviour and inclusion policies and plans.