



SEND POLICY

Status	Approved	Approval	CSIP Committee
Maintenance	CSIP Committee	Role(s) responsible	Head Teacher
Date Effective	June 2022	Date of last review	June 2025
Date of next review	September 2026	Date withdrawn	Not withdrawn.
Lead Professional	Deputy Headteacher	Location of policy	www.coltonhills.co.uk

COLTON HILLS COMMUNITY SCHOOL

SEND Policy - Academic Year 2022 - 2025

1. The aims of our special educational needs and disability policy and practice in school are:

- To ensure all students with SEND achieve their full potential through a broad, balanced and relevant curriculum, which secures equal opportunities, high achievement and allows students to become effective and develop as independent learners.
- To make reasonable adjustments for those with a disability by ensuring access to the curriculum and the learning environment.
- To support young people with SEND so that they can engage in the activities of the school alongside students who do not have a Special Educational Need (SEN).
- To identify and make provision for the students with SEN.
- To reduce barriers to progress by promoting the view that provision for students with SEN is recognised as a whole school responsibility and that all teachers are teachers of special educational needs.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To maintain close links with parents and carers in supporting their children and engaging them in planning to meet the needs, of their children.
- To provide students with medical conditions inclusion in as many school activities as by ensuring consultation with health and social care professionals.
- To work cooperative and form a productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Definition of special educational needs

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other students of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." (Code of Practice 2014).

The school recognises that students with additional needs fall into in one or more of the four areas.

1. Cognition and Learning
2. Social, Emotional or Mental Health



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- 3. Communication and Interaction
- 4. Sensory and/or Physical

3. Identification of Special Educational Needs

- We adopt a graduated approach to meet students' needs in line with the revised code of practice.
- On entry to Colton Hills there is contact with parents, primary schools, LA representatives, outside agency involvement and students to discuss their needs. Prior attainment data is collected from primary school for students with identified SEN & those with an Educational Health & Care Plans (EHCPs).
- The SENCo is available to all new parents through transition meetings, which includes an open evening for parents and new students in the autumn, and in the summer term, prior to the September start.
- On entry to Colton Hills, a range of evidence is collected through assessment and monitoring arrangements.
- During induction, students complete a series of assessments including a reading test and CAT test. Information from the teacher assistants who shadow new students during our induction programme is also taken in account.
- All parents who may have concerns that their child has SEN will be listened to and their views will be central to the assessment and provision provided by the school.
- If a student joins the school after Year 7 then the previous school will be contacted for information including SEN needs.

4. Special Educational Provision

All students will be in receipt of high quality Ordinarily Available Inclusive Provision, which has adaptive teaching and inclusive environments at its core.

The school has three separate offers for SEND provision. Please see the breakdown below:

Universal Offer

The Universal Offer can best be described as the high quality offer that all children on roll at Colton Hills Community School receive. Examples of this are: a broad and balanced curriculum offer; opportunities for daily reading; opportunities to access social times; adaptive teaching strategies such as chunking of learning and retrieval practice.

Overall, this is the offer all students receive, within classroom lessons and at social times. The Universal Offer can also be described as Ordinarily Available Provision, as the Universal Offer is available to all.

Pupils receiving the Universal Offer will have an up to date SEND profile on EduKey.

Targeted Offer

The Targeted Offer can best be described as the bespoke offer that students receive in terms of out-of-class support, delivered by school staff or external bodies (excluding Educational Psychologist, Outreach and other specialist services). Students in receipt of the Targeted Offer, still receive their entitlement to a Universal Offer.



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The purpose of the targeted offer is to deploy provision and/or intervention which helps meet the specific SEND needs of students. This can be: Precision Teaching; social skills groups; EBSNA intervention, and any other school-related intervention.

The Targeted Offer helps meet the Graduated Approach, which is outlined below. Not all students will need to receive a Targeted Offer but will still always be in receipt of the Universal Offer.

Pupils receiving the Targeted Offer will have an up to date One Page Profile, which is stored on EduKey.

Specialist Offer

The Specialist Offer can best be described as the highly specialised offer that is deployed by specialist external agencies. This can include Educational Psychologist; Outreach Team; Specialist Teacher; Speech and Language Therapist; Occupational Therapists; CAMHS, and other specialist services.

The Specialist Offer is accessed after a student experiences a thorough Universal and Targeted Offer. This is to ensure that specialist services make the most impact. There are exceptional circumstances in which a student receives a Specialist Offer in a short amount of time.

Students receiving the Specialist Offer will have an up-to-date Individual Education Plan (IEP), which incorporates recommendations from the specialist services. Students will also receive a One Page Profile, alongside the IEP.

Experience of provision offer

Please see some examples of the different offers that students receive:

Example Child 1 – not on SEND register

Universal Offer	Targeted Offer	Specialist Offer
Broad and balance curriculum Daily opportunities to read Chunked learning Retrieval practice Access to high quality PSHE Access to social opportunities	This student does not receive a Targeted Offer, due to not yet being identified as having SEND	This student does not receive a Specialist Offer, due to not yet being identified as having SEND

Example Child 2 – on SEND register and requires reading and oracy support

Universal Offer	Targeted Offer	Specialist Offer
Broad and balance curriculum Daily opportunities to read Chunked learning	1:1 Precision Teaching Reading Fluency Intervention Word Webs	This student does not receive a Specialist Offer, due to making

Retrieval practice Access to high quality PSHE Access to social opportunities		substantive progress within their Targeted Offer
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Example Child 3 – on SEND register, received thorough Targeted Offer and making little/no progress

Universal Offer	Targeted Offer	Specialist Offer
Broad and balance curriculum Daily opportunities to read Chunked learning Retrieval practice Access to high quality PSHE Access to social opportunities	1:1 Precision Teaching Reading Fluency Intervention Word Webs	Input from Specialist Teacher due to making little/no progress within the Targeted Offer Impending referral to Speech and Language Service

The quality of teaching is monitored through several processes that include:

1. classroom observations by the senior and middle leaders, the SENCo and external verifiers
2. ongoing assessment of progress made by students in specific intervention groups
3. work sampling on a termly basis.
4. scrutiny of planning.
5. teacher meetings with the SENCo
6. student and parent meetings to review targets
7. data collection to track pupil progress
8. attendance and behaviour records
9. subject reviews
10. review by external agencies including OFSTED

5. SEN Support – Graduated Approach

For SEN students who are failing to make expected progress after 'high quality teaching' action is required to support increase rates of progress. Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the school's SEND register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those layers of support which are the most effective in supporting a student to make good progress.

Assess

In identifying a student as needing SEN support, the subject teacher, working with the SENCo, should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment. Comparisons with peers and national data are also used, together with the views and experiences of parents. The opinion and feelings of the individual and advice from external support services, may also be used. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing. Parents will always be part of this early discussion to support the identification of action to improve outcomes.

This analysis will require regular review to ensure that:

- Support and intervention are matched to need
- Barriers to learning are clearly identified and being challenged
- The interventions being used are developing and evolving as required

Plan

SEN support will be recorded, and a clear set of expected outcomes agreed. These outcomes will be based on the individual student & their phase of education within the school. Progress towards these outcomes will be tracked and reviewed with the parents and the student.

Do

Additional action aiming to increase the rate of progress will include the SENCo, TAs and teachers agreeing targets and strategies which will be written on the Individual Education Plan, tracked, and then reviewed.

Review

If during the review of the action taken there are indicators that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class/subject teacher with advice from the SENCo.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student.

6. Specialist teaching and support

- Computer based reading interventions and guided reading sessions delivered to small group of students, who have below average reading scores and are not making progress.
- Small group numeracy interventions for students who are not making progress with Maths.
- In class support across the curriculum, teaching assistants work in class and in partnership with the subject teacher with targeted students.
- At Key stage 4 some students can follow a Vocational Pathway with dedicated a CEAIG Aspirations Leader that helps students identify appropriate colleges/ work placements.
- Flexible, modified and personalised timetables for targeted students.
- Use of electronic resources where appropriate.
- Individual Support based on a needs basis which may include for example the provision of coloured paper, handwriting sessions.

- Access arrangements for SEN students taking examinations. This provision is carried out after consultation with the schools Specialist Teacher, SENCo as well as the school's exams officer. All of which are in line with Joint Council for Qualifications, Regulations.

7. Internal Support for students

The school has a number of inclusive environments within the school which offer calm spaces, sensory seeking activities, structured social times and opportunities for therapeutic input. This is part of the school's Universal Offer.

Helping parents and carers to support their child's learning.

- Attainment towards the identified outcomes will be shared with parents termly through the school reporting system, SEND pupil reviews and parents' evenings. Parents may also find the home-school planner a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises parental meetings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum and learning that is being offered to their child.

Criteria for Evaluating the Success of the SEN policy

- The number of students with special educational needs who make 4 levels of progress KS2-4 in English and Maths.
- Average reading improvement of students receiving intervention and support.
- The tracking of SEN students' progress throughout the school on a termly basis with oral and written feedback, reports from teaching and non-teaching staff.
- Annual Reviews of students with EHCP.
- PEPs held for the Looked After Children on a termly basis.
- Evidence from monitoring of classroom practice.
- Records of TA support & interventions.
- Book sampling of SEN students work.
- Regular consultation and review procedures for the sharing of information with parents and the SEND Link Governor.

8. Referral for an Education Health & Care Plan (EHCP)

If a student has a lifelong or significant difficult, they may undergo a Statutory Assessment Process. This is usually requested by school but can be requested by a parent. This will occur where the complexity of needed or lack of clarity around the needs of the student are such that it requires a multi-agency approach to assess that need to plan provisions and identify resources.

The decision to make a referral to an Education Health & Care Plan will be taken at a progress review meeting, involving parents, SENCo and the Year team as applicable.

The application for an Education Health & Care Plan will combine information from a variety of sources including:

- Parents

- The child
- SENCo
- Social Care
- Health Professionals
- External Agencies

Information will be gathered relating to the current provision and a summary made of any action points taken. A decision will be made about whether the child is eligible for an EHCP. Parents have the right to appeal against the decision.

Further information about EHCPs can be found via the SEND-Education, Health & Care Plans:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=5>

Education Health & Care Plans (EHCP)

An EHCP will be provided by Wolverhampton or the Local Authority in which you live. If it is decided, following a statutory assessment that the needs of an individual are not being met by the support that is ordinarily available. Staff in school and parents will be involved in develop and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers, and the student.

9. Lockdown

- In the event of a school closure, CHCS is committed to providing a continuity of education to its learners and will do so through a process of remote (online) learning wherever possible.
- All remote learning will be conducted using the Microsoft Office 365 Teams apps or via a work pack, delivered or sent out in the post.
- When assisting with remote learning, TA's will support students, following their normal school timetable and working school hours.