

# The Phoenix Collegiate



## SEN Policy and Information Report

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## **SEND Department Key Staff**

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### **SEND Code of Practice – The Phoenix Guarantee**

With the new SEND Code of Practice, many Parents and Carers are concerned about how the changes will affect their child. We reassure you that;

- a. We will not change the level or nature of your child's support without consulting you first.
- b. We will inform you of any changes in the terminology relevant to your child's needs.
- c. We consult with Parents/Carers about implementing any changes before enacting the changes.
- d. We do listen to our Parents, Carers and Students; we will try and make the structure for SEND support at Phoenix as user friendly and positive for both Students and Parents/Carers as possible.

Sandwell's SEND Local offer can be found at: <http://www.sandwell.gov.uk/SEND>

## **SEND Policy Statement**

This Policy takes account of Good Practice, which has evolved since the Student Support Service was started in 1984. It incorporates Sandwell's Policy for Students with Special Educational Needs (SEND), and the requirements of the 1981 and 1993 Education Acts and the Excellence for All Children Paper, and the Green Paper, Support and Aspiration: A New Approach to Special Educational Needs and Disability. It also takes into account the 2014 SEND Code of Practice and the three year transition period.

**SANDWELL LA** expects schools to adopt an inclusive whole school policy to address the question of students' educational needs. It goes further than the 1981 Act, to include the needs of Gifted Children, as well as Under-Achievers and Low Attainers. More information on what Sandwell Education expect of schools in regard to SEND, can be found as part of the local offer, available on the school website.

## **Historic SEND Legislation**

**THE 1981 EDUCATION ACT** defined a child having Special Educational Needs & Disabilities, which require special education provision if:-

- a. He/she has significantly greater difficulty in learning than the majority of children of his/her age, or
- b. He/she has a disability which hinders him/her from making use of educational facilities, generally provided in LA schools.

**THE 1988 EDUCATION REFORM ACT** outlined the "Principle that students with Special Educational Needs share a common entitlement to a broad and balanced curriculum with their peers". The integration of more students with Special Educational Needs into ordinary schools and the pressure for Equal Opportunities, encouraged the wider acceptance of this principle.

**THE 1993 EDUCATION ACT** and the Introduction of Code of Practice recommended a five-staged Model of Special Education Needs. This was followed by the Green Paper 'Excellence for All Children'. The Revised Code of Practice was introduced in January 2002, this is linked to the SEND and Disability Act. It also provided a Good Practice Toolkit to support it.

A three-staged approach was replaced by School Action and School Action Plus. School Action was triggered by the concerns of teachers or others. The SENDCo becomes involved, and an IEP is written. School Action Plus is set up when a student fails to make progress, and further action is taken, to meet a child's needs with an outside agency involvement.

## **REMOVING BARRIERS TO ACHIEVEMENT: The Government's Strategy for SEN (2004)**

The Strategy sets out the Government's vision for enabling children with Special Educational Needs to realise their potential, and a programme of sustained action and review over a number of years to support early years settings, schools and Local

Authorities in improving provision for children with SEND. It builds on the proposals for integrating Children's Services in the Green Paper, **Every Child Matters**, and includes a strategy for improving childcare for families of children with Special Educational Needs and Disabilities.

The school has a separate accessibility plan that details ongoing actions taken by the school to try and address the barriers students can face in accessing a mainstream school.

### **2014 SEND Code of Practice**

The biggest change in SEND education in over thirty years; the new code increases the importance of parents/carers in the management of students with SEND needs, it also changes some of the terminology and the methods of funding the education of SEND students. As a school, we consult parents/carers before any change affecting their child occurs, and will continue to consult parents/carers on more global changes in how we implement the new SEND Code.

### **A new approach to identifying SEND through a single Early Years Setting Based Category and school-based Category of SEND; A new single assessment process, and Education, Health and Care Plan by 2014:**

- a. Local Authorities and other services will set out a Local Offer of all services available; details available on our web site.
- b. The option of a Personal Budget by 2014 for all families with children holding a Statement of SEND or a new Education, Health and Care Plan;
- c. Give Parents/Carers a real choice of School - either a Mainstream or Special School and Introduce greater independence to the assessment of children's needs.

### **KEY PRINCIPLES**

All children with Special Educational Needs should have their needs met.

The Special Educational Needs of children will normally be met in Mainstream Schools.

The views of the child should be sought and taken into account.

Parents have a vital role to play in supporting their Child's education. Children with Special Educational Needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum.

### **The Code and the School stresses that:**

***"All teachers are teachers of students with Special Educational Needs".***

The new Code of Practice and its implementation is regularly discussed at our Parent Forums such as:

- a. SEND Parent Conferences
- b. SEND Coffee Mornings
- c. Parents' Evening
- d. Individual Review Meetings

We invite all Parents/Carers to join in these discussions to help us make SEND Education at Phoenix as strong and supportive as possible.

### **SEND at Phoenix**

Nationally, the average number of students classified as SEND was 14.6% of the school population with EHCP's being 2.9%, Sandwell as an LA has an average of 12.4% SEND with 2.6% having EHCP's (Government figures for January 2018). At Phoenix we currently have 18.7% students who meet the threshold of SEND and 1% with EHCP's. Sandwell have invested in trying to reduce the numbers of diagnosis of SEN at primary school and as a result we are seeing the number of pre diagnosed SEN students reduce, having said this we are still a net remover from the SEN register. Early information from Sandwell is showing around 20% of next year's year 7 students will be diagnosed as SEN and we are expecting a significant increase of up to 10 in our EHCP numbers now the rebuild is complete.

Phoenix continues to be a net remover of students from the SEN register working to ensure the students on the register are those that need the ongoing additional support to access education.

As much as possible, we try and meet the needs of our SEND students alongside their peers in lessons lead by teachers. However, we also offer a range of interventions targeted at students who need additional 'out of lesson' support. We work with the student, subjects and families to ensure that when a student is removed from lessons it is for the minimal time possible.

At Phoenix we pride ourselves on meeting a large range of additional needs including:

- a. Moderate Learning Difficulties.
- b. Specific Learning Difficulties (including Dyslexia & Dyscalculia).
- c. Visual Impairment (including one blind student).
- d. Hearing Impairment.
- e. Social and Emotional difficulties including Anger and Anxiety.
- f. Some Mental Health needs.
- g. Autistic Spectrum Condition (ASD).
- h. Attention Deficit Hyperactivity Disorder (ADHD).
- i. A range of physical needs – which is growing now the new build is complete.
- j. Medical needs, including Sickle Cell, Diabetes, Cerebral Palsy and a range of allergies.
- k. Global Delay.
- l. Speech and Language needs.

### **The schools approach to teaching students with SEND**

At Phoenix we aim to have all students: aspire, believe and succeed. All staff in Phoenix are teachers of students with SEND and with our significantly above average numbers of SEND students this is truer than in most schools.

As a result SEND teaching has to be central to all aspects of school life from curriculum to quality of learning and from extra curriculum activities to the makeup of the school day.

Our approach is to encourage students to be aware and comfortable with their SEND needs, in order to build their confidence around education and as part of this process develop challenging aspiration for themselves.

We aim to have as many students with SEND within mainstream lessons as possible and target our out of lessons interventions at years 7-9, this is to catch SEND students at the earliest opportunity before any feelings of failure can develop and to limit disruption to exam targeted lessons. It is also important that we ensure that the students do not miss out on cultural capital and continue to have access to a wide curriculum whilst also having their SEN needs met and to this aim we work closely with the student and the subjects to fine the right balance for each individual based on their individual needs.

SEND is central to life at Phoenix, we work hard to reduce any barriers perceived or real that may start to develop between SEND and non-SEND students, as a result many SEND students' access levels of support alongside peers (e.g. helicopter support in lessons, lunch and break support with peers and after school support open to all). When a barrier does appear we acknowledge and challenge the barrier, for example training peers on methods of communication with ASD students, challenging bullying of any type, and teaching peers how to interact with students who have a physical disability without awkwardness so social isolation doesn't occur.

A SEND student at Phoenix should be confident that their work is differentiated to their ability, their needs are understood by the staff working with them and supported to minimise the impact. SEND students should feel they can be open about their needs with anyone within the school community, without having a negative response and if a negative response appears, it will be tackled by staff quickly and appropriately. SEND students should feel they can access all areas of school life they wish to.

### **Involving students and parents**

To acquire the best outcomes for all our students it is important that they are involved in directing their education. We pride ourselves on having an open door policy in the SEND department for students and parents. Students are able to access SEND staff before school, during break and lunch and as well as after school. All SEND students are encouraged to take an active role in discussing their support and educational needs.

When a student's needs are significant enough for formal meetings, students are always informed of the meeting before hand and of the outcome, wherever possible the student is encouraged to partake in the meeting and if possible chair it. When suitable we try and collect students thoughts separate to parents to make sure the student's voice is clear.

Parents are a key component in helping students progress, from raising their confidence, to being their voice or supporting access to the school. At Phoenix we encourage parents to keep in regular contact with the school and many do on a daily basis, we are always present at parents evening and host parent events to encourage parental engagement in their child's support. When appropriate, parents are invited to attend and support a student's intervention. All students being placed on an intervention program, which may require them being out of a lesson, will have had their parents contacted to discuss the intervention before it starts.

### **Ensuring SEND students are treated fairly**

As safety measure to ensure our SEND students are treated fairly Phoenix has the following in place.

- The SENDCO is part of the school leadership team ensuring that the needs of SEND students are considered in all school decisions.
- The SENDCO sits on the early intervention panel.
- The school has a history of making adaptations to all activities to enable students with additional needs to take an active role in any and all aspects of school life (e.g. medical equipment taken on Duke of Edinburgh with changes made to expedition to allow all to participate.).
- The SEND department reaches out to parents allowing opportunities for parents and students to raise issues.

### **Adaption of curriculum and learning environment for SEND students so they can engage in all activities alongside non-SEND students**

Phoenix is a mainstream school with all our students accessing mainstream lessons. The SENDCO sits on the leadership team of the school to ensure that SEND issues are considered in all school decisions and the school governors are active within the Phoenix SEND community.

We work hard to make sure our school curriculum is both accessible to all our students and at the same time providing the rigor etc. that can be demanded by employers, with the aim that all our students leave with respected and high quality qualifications.

Individual students may need the curriculum or the school environment adapted to meet their SEND needs (e.g. a low Sensory area for ASD students with Sensory overload issues) the overriding aim of any adaptation is to allow the SEND students to access as much mainstream education as possible and develop self-help coping strategies. Adaptions are made on a case by case bases to meet an individual needs, but equally can be whole school such as ensuring information is VI appropriate across school.

The SEND department works closely with health professionals to enable students to engage in activities with peers regardless of physical or medical need.



## **Identification of SEND**

Students with Special Educational Needs are identified by:

- a. Use of Primary School entry data and subsequent grade sweeps
- b. Initial Assessment process - Students entering the School in Years 7 to 11
- c. Liaising with Primary Schools to aid transition
- d. Collating Primary School records, inclusion Support Service records and medical records
- e. Acting on recommendations from teaching staff at Phoenix
- f. Following up on data from assessments completed by the child throughout their time at Phoenix
- g. Referrals from concerned Parents/Carers
- h. Targeted in-house psychometric testing
- i. Trained mental health first aiders and counsellor making external referrals

## **Ongoing Assessment of SEND**

At Phoenix we continually monitor our SEND students. Within mainstream lessons students are monitored by the following methods:

- a. Progress checks carried out with peers, department results analysis SEND with the SEND gap displayed and discussed.
- b. Round robin system and reports in place to target specific students where a concern is raised.
- c. LSA feedback sessions on students held weekly.
- d. Teacher liaisons with SENDCo when appropriate.
- e. SENDCo sits on school intervention panel.

Additionally, within SEND interventions

- a. Students are assessed at the beginning and end of an intervention period (normally a 6-week period) to look at progress.
- b. Progress is considered over time (not reliant on just one data point).
- c. Progress is considered against student needs and history.

## **How we evaluate effectiveness of provision**

The effectiveness of SEND provision is closely monitored to ensure the best possible outcomes for individual students. We judge our performance and the quality of provision by asking:

- a. Does the provision in place lead SEND students to achieve attendance to school in line with non-SEND students nationally?
- b. Does the provision allow SEND students to access a range of mainstream academic subjects and attain formal results in line with their cognitive ability?
- c. Are students developing and leaving with the skills required to maximise their ability to live independently in later life.
- d. Are SEND students able to access all non-curriculum opportunities (e.g. Duke of Edinburgh, football club etc?)

- e. Do SEND students have the skills and awareness around their SEND needs to protect their well-being and mental health both at school and in later life?
- f. Are SEND students engaged in the social and cultural aspects of school life?

We work hard to close any SEND gap a student may experience to their non –SEND peers and have been proud that with recent school improvements our SEND students have made increased progress in line with their non-SEND peers.

### **Additional support for students with SEND including social emotional and mental health.**

Some students require individualised support that is tailored to meet their specific and individual needs, these are organised on a case-by-case basis taking into consideration the resources and skills available within the school. Some of the more common SEND support offered at Phoenix:

- a. Additional adult support in lessons
- b. Extra supervision areas at lunch and break
- c. Pre-school support for pre learning and preparing for change
- d. Homework club with support every day
- e. Post-school support for post learning
- f. Low level counselling and mental health first aid
- g. CBT programs for anxiety and anger issues
- h. Tailored sex, puberty and personal hygiene sessions
- i. Literacy boosters
- j. Numeracy boosters
- k. Social skills development programs
- l. Titan independent travel
- m. Life skills
- n. Prolonged transition programs incorporating connections when appropriate
- o. Adaption of resources
- p. Separate SEND changing facilities to aid students with physical or motor issues or those who struggle socially.
- q. Increased access to ICT
- r. Emotional literacy programs
- s. Two Therapists supporting wellbeing of all students.
- t. Speech and language programs.
- u. A growing team of Mental health first aiders in all areas of the school (currently 12)

Additionally, and a key aspect identified in student feedback is that we provide time for the student and a willingness to listen about how their SEND needs are affecting them on a daily basis.

## **Coordinating Educational Provision**

Support is provided by a combination of in-class support and small group or individual withdrawal, depending on the needs of the child.

Targeted interventions are set up which are time limited and reviewed on a regular basis (normally a 6 week interval but this can change due to the nature of the intervention or issues that may have been outside of the intervention). These interventions are outlined on a Provision Map, and may be delivered by the SENDCO, Class Teacher, LSA/LSP or by the Parent/Carer. All interventions are recorded and monitored on a regular basis. A plan of intervention is drawn up in consultation with the Student and the Parent/Carer.

We respond to requests for advice and help from subject teachers with regard to appropriate teaching methods, alternative forms of assessment, suitable resources and curriculum. Our staff support are fully included in this process when differentiating resources.

We liaise with pastoral and teaching staff in the organisation and implementation of behavioural programmes.

We refer onto the Inclusion Support Service students who do not respond to this counselling and/or need further assistance.

We promote improved access to the curriculum, the department encourages SEND Students to attend Homework Club on a daily basis, lunchtime and after school. The Department runs a Nurture Lunch and Break-time Club to help support students who have issues during unstructured times of the day.

The department has an outside PE and play area with rubber tarmac allowing students with medical conditions, or with social needs affecting their access to PE or break times greater access to physical activities.

The department has its own changing area with a shower and a hoist allowing students who cannot manage to change themselves, or struggle to interact in a PE changing room to still access PE, and students with a range of physical needs to use toilet and shower facilities.

The department works closely with external agencies to provide appropriate support for SEND students in regard to sexual health and wellbeing, puberty and self-care, independence including travel and keeping safe.

The department includes a counsellor who is also a trained mental health first aider, as well as other staff with qualifications in mental health and autism.

## **The Local Offer**

The 2014 Code of Practices states that Local Education Authorities have to provide Parents/Carers with a Local Offer and schools have to publish their response to this offer.

Sandwell's Local Offer is available on the school website combined with the Phoenix response, which was drawn up with Parents/Carers during the SEND Parent's Conference Event and Coffee Mornings held within the school, and with students who have additional learning needs.

The school will continue to update and modify its response to the Local Offer, as we continue to adapt to meet the additional learning needs of our students.

## **Financial Resources**

- a. In Year 7 staff are used to supporting students with Literacy and Numeracy difficulties and in overcoming access issues such as anxiety or comprehension, either in small groups or through in-class support, e.g. Corrective Reading and Toe by Toe.
- b. In Years 8 to 11, SEND students are taught in classes that are appropriate to their ability, with support allocated across all curriculum areas to allow students full access to a wide and varied curriculum. This is supplemented, when appropriate, with some 1-1 and small group withdrawal for interventions.
- c. Capitation is used to buy resources such as reading schemes, phonic programmes, assessment materials, books and IT materials
- d. One LSP is funded by school to support the work of the Department. A flexible number are funded by money provided by the LA for students with Statements /Education Health & Care Plans and other Allocations.

The new SEND Code of Practice has provided schools with the funding to provide initial additional support of up to £6,000 for SEND students, if a student's SEND needs require more funding, the school must seek an Education Health & Care Plan (these are replacing the old statements of SEND).

Parents are encouraged to take an interest in what funds the school is additionally spending on their Child, this information will be part of the Review Meetings for SEND students.

## **Dissemination of Information and Record Keeping**

- a. Maintain and up-date the SEND Register and inform Parents/Carers of progress.
- b. To review students' progress regularly and inform Parents/Carers.
- c. To arrange meetings with teaching staff, when appropriate, to discuss issues relating to Special Educational Needs. Provide Induction for Newly Qualified Teachers and Student Teachers.

- d. To provide access so that staff can refer to past records; details of assessments, background information, programmes of study and medical records (excepting highly confidential information).
- e. To advise the Head teacher, SMT and Governors on student attainment on intake and National Curriculum Levels; on current LA and National SEND Policies, general directions and modifications; details of in-class and individual support; specific information relating to students with Special Educational Needs.
- f. To organise the Annual Reviews of SEND students. This involves collating information from the following areas:
  - Subject Teachers in School
  - Parents/Carers
  - The Student
  - The Educational Psychologist
  - The Teacher supporting the Student
  - Relevant Inclusion Support Staff
  - Connexions (from Year 9)
  - LSA/LSP Report
  - Other external agencies
- g. To make sure the information provided to students, Parents/Carers and staff is understood and usable in helping the student achieve their potential.

## External Links

To provide the best possible support for our students we often seek additional support and involvement from external agencies which includes:

CAMHS  
 EDUCATIONAL WELFARE OFFICER  
 SERVICE FOR HEARING IMPAIRED STUDENTS  
 SERVICE FOR VISUALLY IMPAIRED STUDENTS  
 INCLUSION SUPPORT SERVICE  
 EDUCATIONAL PSYCHOLOGIST  
 INDIVIDUAL STUDENT SUPPORT TEACHER  
 EDUCATIONAL SOCIAL WORKER  
 Social Emotional and mental health SUPPORT TEAM  
 CONNEXIONS CAREERS SERVICE  
 LOOKED AFTER CHILDREN TEAM  
 COMPLEX COMMUNICATIONS TEAM  
 SCHOOL NURSES AND OTHER MEDICAL PROFESSIONALS  
 BROOK SEXUAL HEALTH AND WELLBEING  
 I Trust  
*(See appendix 1 for contact details)*

We organise Service Agreement Plan Meetings with Inclusion Support Service Staff, and form a link between Pastoral Heads and Inclusion Support Staff.

We communicate with Parents/Carers and encourage their involvement with their child's progress and ask their permission to contact external agencies involved with the student. Parents/Carers will be invited to meet Support Staff and will be kept informed at all stages.

We also liaise with other local schools including special schools, to share good practice.

### **Transition and Admission Arrangements for Students with SEND**

The school makes individual plans to support SEND students' transition these may include but are not limited to:

- a. SENDCO reviews paper work provided for all SEND students making a mid-year transfer to Phoenix.
- b. Supported student visits (primary to us, secondary to colleges etc.)
- c. Connexions services
- d. Staff visits, meetings and training (with previous schools or future learning providers)
- e. Parental visits and meetings
- f. SEND only transition days.
- g. Prolonged transition programs.
- h. Travel training (e.g. training on bus routes to college).

We are conscious that being a receiving school we rely on feeder schools and home to provide information and guidance around transition and it is our responsibility to plan/support the transition once we have received the information.

We look at all transition students' experience as an opportunity to not only support the student but also to help the student develop resilience and self-help skills to make future events less disruptive or stressful for them.

### **The Training of Staff.**

The wide range of learning needs of the students that attend Phoenix are always changing, as a result our support and skills, must constantly be updated and developed to meet their needs.

Our Support Staff receive training linked to that of the teaching staff, allowing a joined up approach to supporting and teaching students. As a result, we can support in the direction of learning of all students.

We supplement this more academic training with target training, designed to meet the more individual needs of students such as Visual Impairment, Resource Adaption or Speech and Language Intervention.

We believe that by combining the two processes, our staff are confident and skilled in ensuring students' needs do not become a barrier to academic success.

Additionally, support staff attend regular department meetings, ensuring that as our teachers plan and develop lessons, the individual needs of our SEND students are clearly in focus whilst allowing our support staff to be part of the planning process. This allows for effective transfer of information and skills between support staff and teachers with regard to students' individual needs.

All training of support and teaching staff is on-going and constantly evaluated to make sure it meets the ever-changing needs of our students. It ensures our staff have the skills to deliver quality high impact interventions.

Some key areas of specialisation we have among SEND staff are:

- a. Train to support high functioning autistic students.
- b. VI support in lessons and resource adaption
- c. Travel Training
- d. Supporting MLD, SpLD & ASD in lessons
- e. Providing exam access
- f. Psychometric testing
- g. Mental Health first aid
- h. Counselling level 3
- i. Boosting literacy via a range of interventions and in lessons
- j. Boosting Numeracy via a range of interventions and in lessons
- k. Social and emotional low level CBT.
- l. Life skill development
- m. Specific medical needs.

### **Advice and Complaints.**

We hope that together parents/carers and the school, combining with other agencies when needed, can make a strong team allowing the SEND children at Phoenix to not only **aspire** to success, but also **believe** in their own ability and **succeed** in reaching their potential.

If for any reason you have any concerns with the support offered to your child and yourselves, in the first instance and as soon as possible, we ask parents/carers to raise the issues with the school SENDCo by contacting the school office.

**We urge all parents to contact the SENDCo with issues as soon as possible so we can address issues before they have a negative effect on a student's learning.**

If the matter is not resolved to the satisfaction of the complainant at this informal stage, the school complaint procedure should be followed to the next stage.

A full copy of the procedure is available on the school's website for further information.

Parents/carers and the school can also seek advice and support from the SEND and Inclusion Support Teams in Sandwell – a link to Sandwell's Local Offer, is available on the school's website.



## Appendix 1 - Useful contacts

Sandwell SEND services	0121 5698240
CAMHS	0121 6126620
Inclusion support	0121 569 2777
Children Services	0845 3527133
NSPCC (Birmingham)	0121 2004600
Kooth.com	
Connexions	0845 3520055
School nurse (The Lyng)	0121 6122974
Sandwell Parents for Disabled Children	0121 5532093
Autism West Midlands	0121 5557863