



Alderman Peel High School

Special Educational Needs and Disabilities Policy

Written by	Mrs K Norman (SENDCo)
Ratified by APHS Local Advisory Board on	July 2021
Review Date	June 2022

Introduction

Alderman Peel High School's SEND policy forms part of the Norfolk Local offer for learners with Special Educational Needs and Disabilities (SEND). It should be read in conjunction with our school's SEND Information Report, which can be found **here**.

All school policies are available from main reception on request if you do not have access to the internet.

Intent

Alderman Peel prides itself on being a highly inclusive learning community. We will do everything in our power to ensure our core values of Ambition, Pride, Happiness and Success are experienced by all learners.

We will

- Actively encourage every student and member of staff to participate in learning and celebrate their progress.
- Embrace the diversity of our children's backgrounds, interests, needs, experiences and skills.
- Identify the learning potential of all students and work with them and their families to overcome barriers to their achievement, as far as possible within a mainstream educational establishment.
- Monitor the progress of all students to ensure that good learning is taking place.
- Strive to provide world-class educational experiences for all our learners.

Identification of SEND

A learner has SEN if they have a learning difficulty or disability if they have;

A significantly greater difficulty in learning than the majority of others of the same age **or**

A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

(Special Educational Needs and Disability Code of Practice 2015)

This is identified through school assessments, teacher monitoring and conversations with parents, pupils and other partners, for example feeder primary schools.

Roles and Responsibilities

The class teacher is responsible for;

- The progress and development for every learner in their class.
- Monitoring and assessing the progress of all learners.
- Working closely with TA's and other professionals to support learners as necessary.
- Working with the SENCO to review each learners needs to amend provision as necessary.
- Ensuring they follow this SEN policy.

The SENDCO

The SENDCO is Mrs Kate Norman. She can be contacted by phone on 01328 710476 or by email to knorman5yrt@nsix.org.uk

The SENDCO is responsible for;

- Providing guidance and advice to teaching staff in their differentiation and support for children with SEN.
- Have day – to – day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual learners, including those with EHC plans.
- Advise on and monitor the deployment of the school's delegated budget for SEN.
- Be the main point of contact for external agencies especially the local authority and its support services.
- Liaise with the parents and carers of potential, current and past students to ensure that learners are supported through times of transition and beyond.
- Ensure the school keeps the records of all learners with SEN up to date.
- Work with the Head teacher and the SEN Governor to determine the strategic development of Sen provision within the school.

The Principal

The principal is responsible for;

- Working with the SENCO and the SEN Governor to determine the strategic development of Sen provision within the school.
- Having overall responsibility for the provision and progress of learners with SEN or a disability.

SEN Governor

The SEN Governor is responsible for;

- Raising awareness of SEN issues and successes of LGB meetings.
- Monitoring the quality and effectiveness of SEN provision within the school and update the LGB on this.
- Working with the HT and the SENCO to Governor to determine the strategic development of Sen provision within the school.

Linked policies

Information in this policy is supported by;

- Accessibility Plan
- Medical Needs Policy
- Behaviour and Emotional Regulation Policy
- Admission Policy

Impact

- Impact is measured in learner outcomes. Our over-arching goal is to produce learners who can be successful in mainstream high school and go on to lead productive adult lives. This may be evidenced in GCSE grades, vocational learning, attendance, behaviour, motivation and mental health and wellbeing of learners.
- Training to upskill teaching and non-teaching staff to develop their knowledge, competence and confidence in supporting children with SEN is regularly undertaken in house and through linking with external agencies. IEPs are accessible to all staff working with a learner with

SEN, and the SENCO works to advise and support all staff as necessary. Where individual students have a medical or SEN need that requires individual provision, parents and learners will also be involved in planning provision and feeding back what works.

- This policy will be reviewed annually by the SENCO, Mrs Kate Norman, and will be ratified by the head and the Local Governing Body. If you would like to comment or contribute to the evolution of this policy, we would welcome this. Please contact Mrs Norman or the school's SEN Governor via school reception or by calling 01328 710476.