



Special Educational Needs

1. General policy principles

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

- Equality Act 2010: advice for schools DfE Feb 2013;
- SEND Code of Practice 0 – 25 Years (July 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory guidance on supporting students at school with medical conditions April 2014;
- Child protection and safeguarding policy;
- Accessibility plan;
- Teachers Standards 2012.

This policy has been created to ensure compliance with the Department for Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs (SEN) and disabilities will receive. These changes came into force on 1 September 2014.

At Uxbridge High School, a number of students require additional support to address one or more barrier to learning. These barriers can be classified into:

- cognition and learning;
- communication and interaction;
- sensory and/or physical;
- social, emotional and mental health.

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

In compliance with the SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at Uxbridge High School. All students identified as needing additional provision will be placed on the SEN register under one single SEN category 'K'. This policy will set out our commitment to raising the aspirations and expectations for all students with SEN, including those identified as more able and/or who would benefit from aspiration-raising programmes.

2. Roles and responsibilities

2.1 Governing body

The statutory duties of the governing body towards students with SEN are:

- to secure the necessary provision for students with SEN;



- to secure that, where the Principal or the appropriate governor has been informed by the Local Authority that a student has SEN and/or disabilities, those needs are made known to all who are likely to teach him or her;
- to secure that teachers in the school are aware of the importance of identifying, and providing for, those students who have SEN and/or disabilities;
- to draw up and report annually to parents, carers, on their policy for students with SEN;
- to ensure that the student joins in the activities of the school together with students who do not have SEN and/or disabilities, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2.2 Designated governor

The designated governor is elected annually by the governing body. He/she is an important link in the chain of communication between the SEN co-ordinator (SENCO) and the governing body. The designated governor reports on matters relating to SEN, the effectiveness and efficiency of policy and practice within the school and future developments. The governor undertakes regular visits to the school throughout the year.

2.3 Principal

The principal is responsible for meeting the educational needs of all the students as outlined by the governors in the SEN policy. The principal is directly responsible for referring a child to the local authority for statutory assessment on the advice of the SENCO.

2.4 Assistant principal

A assistant principal has responsibility for liaison with the SENCO, including line management meetings.

2.5 Special educational needs co-ordinator (SENCO)

The designated teacher is responsible for:

- the day to day operation of the school's SEN Policy;
- advising class and subject teachers;
- taking the lead in managing provision for students with SEN Support (K);
- updating and overseeing the records on all students with SEN;
- working with parents/carers of children with SEN and/or disabilities;
- liaison with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies;
- production and distribution of one page profiles.

2.6 Curriculum leaders

Curriculum leaders are responsible for the assessment of subject requirements, resources and teaching methods in order to provide subject courses for the full ability range of students, including those with SEN and/or disabilities. They, or a member of the curriculum area with delegated responsibility for SEN, are the main link between the SENCO and subject staff. Within their curriculum area, the curriculum leader has responsibility for the students needing educational provision additional to or different from the majority.



2.7 Subject staff

All teachers have an overall responsibility to assist in the procedures for identifying students with SEN. In particular the subject teachers take overall responsibility for a child's educational programme. The subject teacher may complete a referral form in liaison with the curriculum leader, liaising appropriately with the head of house and parents. It is then passed to the SENCO who will assess the information on the referral form and will take appropriate action. Students with an EHCP have a one page profile, which detail the identification of the special need, the support strategies required and targets for students to action.

2.8 Teaching associates

Teaching associates support particular students under the direction and guidance of the subject teacher and the SENCO.

2.9 Learning mentor/flexible learning centre (FLC) support worker

Learning mentors and FLC support workers work with students who have specific pastoral needs on a regular basis and also keeps track of attendance and data to identify needs and monitor progress. Those with particular attendance challenges may be supported by Wessex House at Uxbridge High School.

2.10 Hillingdon Education Authority

The local authority's responsibility for individual students who have an Education, Health and Care Plan (EHCP) is carried out in partnership with Uxbridge High School.

2.11 Support and ancillary services

The educational psychology service and/or the Hillingdon SEN Support Services will be directly involved when the school's SENCO has identified a continuing need that requires further assessment.

2.12 Parents

Uxbridge High School will advise and support parents as soon as a SEN has been identified. Parents will be encouraged to be fully involved in their child's educational provision and to submit any evidence they consider relevant. The views and opinions of parents will be reflected in support offered as recommended by the SEND Code of Practice.

2.13 Students

Uxbridge High School will establish the views of the children on their SEN and the way in which they could be met. Students with an EHCP who are able to do so may submit their views directly at the time of Annual Review.

3. Identification, curriculum provision, assessment and record keeping

3.1 Aim

The overarching aim of this policy is to ensure that the needs of students with SEN are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;



- b) ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEN;
- c) make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal;
- d) use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority;
- e) continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEN to ensure that we are providing equality of educational opportunity and value for money.

3.2 Objectives

Through the application of this policy we wish to:

- ensure compliance with national SEN policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEND Code of Practice 2014;
- work closely with the LA and comply with locally agreed policies and procedures;
- ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEN;
- ensure any discrimination or prejudice is eradicated;
- ensure all students have access to an appropriately differentiated curriculum;
- recognise, value and celebrate students' achievements at all levels;
- work in partnership with parents /carers in supporting their child's education;
- guide and support all school staff, governors and parents in SEN issues;
- meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs;
- involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

3.3 A SEN

A child has a SEN if he or she has a learning difficulty and/or disabilities, which calls for special educational provision to be made for him or her. A student at Uxbridge High School has a learning difficulty if he or she has a significantly greater difficulty in accessing the curriculum than the majority of children the same age. A student is not regarded as having a learning difficulty solely because the language or the form of language used in the home is different from the language in which he or she will be taught.

3.4 Screening and identification of SEN

The initial identification of a student's SEN and/or disability may have taken place prior to their arrival at Uxbridge High School. In this instance the school seeks to maintain the principle of continuity and progression for the child. Full details of admission to Uxbridge High School can be found in the school admissions policy.

New admissions to the school are identified as having SEN and/or disabilities by an examination of records from previous schools, information from parents, information from subject teachers



and referrals to the school's SENCO. All children in Year 7 are screened using the Cognitive Ability Test (CAT). In addition children's spelling and reading ages are established using the NGRT reading test and the Vernon spelling test. Results from these tests are analysed in detail by the SENCO and appropriate action taken to communicate SEN to all staff, parents and if necessary, external agencies.

The majority of students with SEN and/or disabilities at Uxbridge High School will not require multi-professional assessment. Their needs will be addressed by appropriate curriculum intervention and will be met from within the school's own resources.

A very small proportion of students with difficulties will require provision through an EHCP. The EHCP, which is the result of a multi-professional assessment, describes the child's special needs and sets out the provision required to address those needs. The local authority, principal and governors share the responsibility for ensuring that the requirements of EHCPs are implemented, including the allocation of additional resources as appropriate.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

3.5 Curriculum entitlement

At Uxbridge High School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching associates. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEN. "Quality first" teaching is a priority of the school. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCO to ensure that 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. The SENCO regularly meets with curriculum leaders and heads of house to assess and review progress of students with SEN.

3.6 Managing students' needs on the SEN register

The SENCO identifies (in conjunction with teaching staff/leadership) those students who require support on the SEN register and organises appropriate support, which is implemented across the curriculum through individual provision maps (IPM). Provision for students on the SEN register is usually funded from within the school's existing budget. Students with an EHCP receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEN have an IPM.

The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEN. This approach includes:

- liaison of the SENCO with partner primary schools to aid transition and continuity of support/provision for those students identified with SEN;
- working directly with Targeted Support Services from Year 10 (Year 9 for students with an EHCP) regarding transition at the end of Year 11 to further education opportunities including



Sixth Form, College and apprenticeships. The SENCO ensures relevant information with regard to SEN students is forwarded on to relevant providers;

- additional induction for Year 6 students identified with SEN;
- baseline screening (standardised assessment) of all students for reading, reading comprehension, spelling and handwriting on admission, to inform early identification of SEN;
- regular communication and liaison with teaching staff by SENCO in identification and appropriate support of students with SEN;
- parents being fully informed by SENCO of identification of their child's SEN and authorisation sought in writing, for appropriate provision to be made via the SEN register and provision mapping;
- measuring progress for all students with SEN termly (individual teacher assessment, including evidencing progress according to individual targets set through IPM). Progress towards the targets on IPM is updated at least twice yearly. Adequate progress within the differentiated curriculum will be ascertained through consultation with the student, teachers and parents. A range of data is used including screening (reading, spelling, comprehension and handwriting speed), verbal reasoning scores and CATs. The SENCO will make a final decision regarding adequate progress;
- review of provision where appropriate, including application for statutory assessment by the SENCO and subsequent acquisition of an EHCP/ application for High Needs Block Funding;
- parent meetings with the SENCO where appropriate to review progress of all students with SEN, including annual reviews for students with an EHCP and parents' evenings;
- regular review and update of the SEN register by SENCO to ensure students are appropriately supported, including removal of students from the SEN register who have made appropriate progress towards targets;
- using the SEND Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;
- referral by SENCO for outside agency support, as deemed necessary, in conjunction with the principal, leadership team, heads of house and parents. The SENCO will facilitate provision from outside agencies, including educational psychology service, speech and language therapy service and specialist teaching service. The SENCO will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an annual review for students with an EHCP in line with the objectives therein. An annual review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

3.7 Provision for identified SEN

Uxbridge High School has a designated classroom facility known the Flexible Learning Centre for students with SEN. Student Support and the ground floor of the main school building are accessible by wheelchair and toilet facilities are available. A lift is available in the Lancaster Building for access.

Moderate learning difficulties are provided for by appropriate intervention within the classroom by subject and support teachers and by withdrawal sessions on an individual or small group basis.

Students with specific learning difficulties have the above provision but the expertise of a specialist teacher may also be called upon.



Sensory impairments – hearing and visual – are offered relevant support on school entry in close liaison with the Borough’s Sensory Impairment Team and the Borough’s Hearing Impairment Team.

Emotional and Behaviour Difficulties are sensitively handled by subject teachers, personal tutors and support staff if necessary with guidance from professionals.

Physical and medical special needs are provided for, as required, in close consultation with the school’s Student Services - Welfare Assistant and Inclusion Officer.

Speech therapy and occupational therapy can be organised through the specialist services of the family GP.

The School’s Educational Psychologist retains an overall view of the above in liaison with the SENCO and is closely involved in assessment and provision where necessary. Referrals can be made to CFACS and there are links with various counselling services. Parents are consulted throughout.

4. Working with, and accountability to, parents

4.1 Effective working with a parent

Parents have a vital role and responsibility for fostering a positive approach to learning which includes good behaviour and, with parental encouragement and support, children will participate fully and positively in their school life. Uxbridge High School endeavours to make contact with parents an integral part of that school life and to work in partnership with its parents.

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child’s education. All parents are welcome to contact the SENCO if they have any concerns or questions about SEN provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child’s progress. In addition to the planned review evenings for all students, the student planner, signed weekly by the parent, student and form tutor is an effective way of passing information both ways.

4.2 Parents’ rights and responsibilities

The relationship between parents of children with SEN and the school has a crucial bearing on the child’s educational progress. The school will ensure that it works in partnership with its parents and recognises the unique knowledge and information they have about their child. Regular communication between form tutors, heads of house, house guidance leaders, subject tutors and the parent, where applicable, will ensure an open and confident working relationship. All contact with parents will be recorded in the student files.

4.3 Systems for communication, consultation and involvement

Parents of students with SEN are encouraged to work closely with the SENCO at Uxbridge High School. The SENCO contacts parents regularly to discuss any concerns about a child and parents are encouraged to do likewise. Meetings between parents and the SENCO are not restricted to the annual parents’ evening or the reviews required by the Code of Practice.



4.4 Complaints

All concerns regarding SEN should be addressed to the SENCO and/or the principal.

5. Funding

5.1 Policy and arrangements for allocating and monitoring delegated special needs funding

Uxbridge High School receives an allocation of funding for SEN through the Standards Fund. The allocation is currently based on the number of students identified by the school in the annual SEN inventory administered by the local authority.

The inventory identifies students with SEN at each of the three stages and funding is allocated collectively. In addition, the school is funded to provide students in possession of an EHCP with support from teaching associates and our flexible learning centre (FLC).

5.2 Resource allocation

Capitation is, wherever possible, spent on improving working resources such as computer software, text books to improve basic literacy and numeracy and some basic reference books such as dictionaries and atlases. Subject based books are also purchased as an aid to differentiation. The department also invests in relevant computer programs to support student academic development.

5.3 The Flexible Learning Centre (FLC)

This has been developed as a "safe haven" for individuals who need this facility temporarily to deal with emotional or behavioural issues.

6. Training and resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan;
- the principal oversees the professional development of all teaching staff and teaching associates (TAs). Most TA continued professional development occurs during training days. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school;
- The FLC/SEN department holds fortnightly meetings to discuss SEN related issues. Specialist staff are often invited;
- The SENCO may identify the SEN training needs of staff in conjunction with the principal/leadership team and all staff are encouraged to undertake training and development through training days;
- Newly appointed teaching staff, associate staff and NQTs undertake an induction programme, which includes a meeting with the SENCO to explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students;
- The SENCO regularly hosts/attends the local authority's SENCO liaison network meetings in order to keep up to date with local and national developments in SEN and also supports the local authority through involvement in work strands to address ongoing developments in the new SEN reforms.



7. Procedures for monitoring, review and evaluation

Monitoring is systematically carried out by the SENCO in conjunction with the SEN team, house guidance leaders and personal tutors. Evidence of students' progress is available on sims.net assessment module. For students who have an EHCP, the annual review is used to monitor the progress of an individual child. This includes setting the objectives and priorities for the coming year.

Where a school placement is causing concern, a full review may be called to suggest appropriate intervention.

This policy should be read in conjunction with all school policies especially our Behaviour policy.

English as an Additional Language

8. Overall ethos and general policy principles

Uxbridge High School provides for students with English as an additional language (EAL) in accordance with the following aims:

- Integration - to educate students with EAL together with their peers in mainstream classes;
- equal opportunities - to educate students with EAL with appropriate support so that they can enjoy equal opportunities with their peers in all aspects of school life;
- continuity and progression - to ensure that there is continuity of support from the primary schools to post-16 education (where applicable) and from year to year at Uxbridge High School.

The governors and staff at Uxbridge High School are committed to the following principles in making their provision for students with EAL:

- admissions – Uxbridge High School welcomes applications for admissions to the school from all parents/carers of children for whom English is an additional language, regardless of cultural, educational and linguistic background;
- early identification and assessment of students newly arrived in the school for whom English is an additional language, involving liaison with parents/carers, former schools and the local authority's EAL support service;
- entitlement to an education that will include access to the full curriculum, foster the development of independence and offer the opportunity to develop English language skills;
- the governors of Uxbridge High School acknowledge and accept the rights and responsibilities, both individually and collectively, of students with EAL, their parents/carers and the staff at the school;
- co-operation and collaboration – the school recognises that effective implementation of the school based stages of assessment will only be possible if a positive working relationship is created with parents/carers, students, and teaching staff;
- consideration - Uxbridge High School recognises that provision for students with EAL will be most effective when the cultural, educational and linguistic background of the student concerned are taken into account.



9. Roles and responsibilities

9.1 The governing body

The duties of the governing body towards students with EAL are:

- to ensure the necessary provision for students with EAL;
- to ensure that teachers in the school are aware of the importance of identifying and providing for students with EAL;
- to ensure that students with EAL are given the same opportunities as their peers;
- to monitor the acquisition of English language skills and the progress of students with EAL within the whole curriculum.

9.2 The leadership team

The principal is responsible for meeting the educational needs of all students as outlined by the governors in this EAL policy. A member of the leadership team has responsibility for liaison with the SENCO.

9.3 EAL

EAL falls under the remit of the SENCO and responsibilities include:

- advising class and subject teachers, in particular of the EAL stage and first language of EAL students;
- updating and overseeing the records on all students with EAL;
- advising the examinations officer of special arrangements /requirements for students with EAL in GCSE examinations;
- liaison with the house guidance leaders;
- liaison with external agencies;
- arranging for alternative/additional courses at key stage 4 to meet identified needs such as a GCSE in home language, alternative courses, enrichment programmes.

9.4 Curriculum leaders

Curriculum leaders are responsible for the assessment of subject requirements, resources and teaching methods in order to provide subject courses for the full ability range including those students with EAL.

9.5 Subject staff

All teachers have an overall responsibility to ensure access to their subject for all students within their classes, including those with EAL. In particular teachers have a responsibility to actively promote the acquisition of English language skills, especially literacy development.

10. Identification, curriculum provision, assessment and record keeping

New admissions are identified by an examination of records from previous schools, information from parents/carers and results of initial assessment. The EAL co-ordinator will inform all staff via a regularly updated EAL register of students, their stage of English language acquisition and first language. This information will be held on the school's database and website.



10.1 Stages of English language acquisition

There are four stages of English language acquisition, stages 1, 2, 3 and 4. Students on stage 4 are judged to be competent and indistinguishable from native speakers. Assessment of English language acquisition is in four areas : listening, speaking, reading and writing.

10.2 Curriculum entitlement

All students at Uxbridge High School have access to the full curriculum.

10.3 EAL across the curriculum

In every class or teaching group there may be students with EAL and this necessitates that all teachers assess the delivery of the curriculum to ensure that it meets the needs of all students.

The EAL co-ordinator in liaison with curriculum leaders will offer advice and support on working with students with EAL.

10.4 Differentiation

Differentiation is a planned process of curriculum delivery to maximise the potential of every student based on their individual needs. Subject teachers are responsible for the selection of appropriate teaching materials and methods for the individual in a group situation. Information to enable effective differentiation will be provided by teaching associates.

10.5 Assessment and monitoring progress

Assessment is a continuous evaluation of a student's needs and progress, based upon observation of a student's work and attitude both inside and outside the classroom.

The English language development of students with EAL will be regularly assessed and monitored within the context of the normal curriculum.

10.6 Record keeping

Individual records are maintained on all students at Uxbridge High School. The EAL co-ordinator will, in addition, maintain a central record of all students with EAL. This record will be regularly updated and contain the following information for each student:

- stage of EAL;
- first languages;
- level of literacy in other languages;
- previous educational experiences;
- country of origin;
- length of time in the UK.

11. Guidance

All students with EAL are placed in mixed ability tutor groups. Where appropriate students are paired with other students with similar backgrounds, perhaps first language, to secure a successful start at school. The form tutor will work closely with the EAL co-ordinator to ensure



that students settle into normal school routines. Due recognition is given to the students cultural, religious and educational background eg:

- uniform adaptations - trousers, headscarfs;
- dietary requirements;
- religious observances - fasting, prayer.

Students with EAL are paired with another student in the tutor group for an initial settling in period. During this time the new entrant is introduced to members of staff, school systems and routines

Form tutors will be made aware of any factors likely to effect a student's performance, academically and/or socially. This includes:

- recent bereavement;
- trauma;
- persecution;
- physical violence perpetrated against, or even by, them.

12. Work experience

Students with EAL are afforded the same opportunities as their peers in the allocation of work experience places. The school will ensure that employers are provided with relevant background information, particularly level of English language acquisition.

13. Parent/carers

Parents/carers will be encouraged to be fully involved in their child's educational provision and opportunities for translating and interpreting will be provided where possible.

14. Whole school planning, management and review

14.1 Staff development

CPD requirements are identified in line with the schools policy on staff development. Training is offered both formally and informally by the SENCO at an individual level, curriculum leaders' meetings and via whole staff training.

14.2 Procedures for monitoring, review and evaluation

The SENCO will review and evaluate students progress in English language acquisition.