

Devonport High School for Boys



Special Education Needs and Disability (SEND) Policy

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1. Rationale

All students who attend this school are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. It is our policy to assist all our students to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

2. Purposes

The Governing Body will act in accordance with the Department for Education's Special Educational Needs and Disability Code of Practice 0-25 years 2014, and the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010
- Children's Act 1989

Devonport High School for Boys wholly endorses the principles laid out in the Department for Education's Special Educational Needs and Disability Code of Practice 0-25 years 2014. It is recognised that SEND is most effectively managed within a staged approach. Intervention will be carefully managed in line with Plymouth Local Authority's Graduated Response in conjunction with support and advice from specialist services in order to meet the needs of the students as comprehensively as possible.

3. Definition

Definition of Special Educational Needs

The Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

4. Provision

a) Admissions and Transitions

Admission to the school is by examination at 11+, 12+, 13+ and achieving the required Average Points Score at 6th Form, along with an interview for external students.

Thereafter by the Headteacher's recommendation and interviews.

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The learning support team is actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

In so far as it is reasonably practical and compatible with the student receiving the necessary special educational provision, a child with SEND will be fully integrated with other students of the school at all times. This must take into account the efficient education of other students and the use of resources.

The SENCO and Transitions coordinator, or delegated representative, will communicate with and where necessary will meet Year 6 children and their families transferring to Devonport High School for Boys during their final term at the Primary School.

Upon transfer to another school, every effort will be made to ensure that the receiving school involved will be made aware of the particular needs of a child. This will be through personal liaison and appropriate records, documents and/or EHC plans.

As students approach transition points, the school will help the students and their families with more detailed planning.

If your child is moving to another school or college the current school will:

- Contact the school SENCO
- Yr 6-7 the School will organise appropriate transition and enhanced transition for those who require it liaising with Primary schools and parents.
- The SENCO will, where requested, endeavour to attend Yr 5 and or 6 annual reviews.
- Yr 9 students will engage with Careers South West to help them explore their aspirations and (which post 16 educational options will best help them achieve their goals.)
- Yr10/11 - the school will continue to help exploration of specific post-16 options and assist with the application process.
- Information regarding the needs of the students will be shared with the next educational provider and support for transition visits will be facilitated where required.

b) Identification

The SENCO and the Transitions coordinator will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of year 7, this information will be used alongside data from Primary Schools and the 11+ to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant the SENCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers. The SENCO will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person.

Details of each SEND student including the nature of their learning differences, recommended teaching strategies, strengths, history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified special educational needs and / or disabilities.

All students have regular assessments and reviews (3 times a year) within the academic year, SEND students are fully included in this process. Where a student has an EHC Plan this will be reviewed at least once annually in line with recognised guidelines. At such reviews both the student and parents will be invited to give their views and engage fully in the review process.

At DHSB, we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the form tutor or class teacher. If the concern persists the form tutor will refer to the Head of Year, and the class teacher will refer to Head of Department. If there are still concerns that needs are not being met, then a consultation with the Special Educational Needs Coordinator (SENCO) can be arranged.

c) Support

At DHSB, progress of all young people including those with SEND is the responsibility of the class teacher. SEND needs will primarily be met through quality first teaching.

There are a range of interventions available to SEND students including;

- Specialised adaptations of resources
- Differentiation within the classroom
- Small group work both internal and external to the classroom
- 1:1 mentoring
- Provision based on EHCP details
- Access to a range of outside agencies such as educational psychology, communication interaction team, sensory support and CAMHs
- Parents' consultation evenings
- Invited parents' meetings
- Day-to-day access to the SENCO /TA team/ Class teacher / Tutor / Head of Year/ Pastoral team.

In line with the Equality Act 2010 the school has and will continue to make reasonable

adjustments to promote the fullest possible integration of students with SEND. We have a lift in the central block enabling access to the second floor across the school, we have fully capped all the stairs across site and there are handrails. Use of our fitness suite and TA support enables students to access the PE curriculum and other practical subjects. Please see the school's Equality Policy and Accessibility Plan for further details.

[Equality Policy](#)
[Accessibility Plan](#)

The SENCO works closely with specialist advisory teachers from the local authority to ensure that all students with physical or sensory needs have the best possible opportunity to access facilities in school. This may involve purchasing specialist equipment or making special arrangements to assist a student with moving around the site.

The school budget includes money for supporting children with SEND. This money is used to secure equipment and develop facilities for students with SEND from sources such as Plymouth Local Authority.

On an annual basis the SENCO maps the DHSB SEND provision using all of the available information held about SEND in the school, including:

- the students receiving extra support already
- the students needing extra support
- the students who have been identified as not making as much progress as would be expected

This is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. The Headteacher monitors this provision mapping regularly.

d) Staffing

The school places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of this staff training.

The SENCO works closely with the Leadership Group to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. Recent staff development includes; dyslexia support, access arrangements, working with ASD, supporting mental health counselling and tourettes.

Current support available directly funded by the school

- SENCO
- Counsellor
- Five Teaching assistants
- A youth worker provision
- Parent group
- Success Hub - pastoral support

Paid for centrally by the Local Authority but delivered in school:

- Communication Interaction team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

As a school we are fully committed to citywide mental health agenda and as such have access to:

- A school based Camhs link
- Face to face and online counselling via Young Devon and Kooth

5. Roles and Responsibilities

The Role of the Board of Trustees.

Trustees have responsibility for the strategic overview of and the implementation of the SEND Policy.

The day-to-day management and organisation of SEND at DHSB is the responsibility of the Headteacher and SENCO. Trustees will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All Trustees, especially the link Trustee for SEND will ensure that they are up to date and knowledgeable about the school's SEND provision.

The Role of the SENCO

- In collaboration with the Headteacher and Trustees, determine the strategic development of the SEND policy and provision at DHSB with the ultimate aim of raising the achievement of students with SEND need.
- Line Manage the SEND team.
- Collaborate with SENCOs in other schools in order to facilitate awareness and best practice, and to ensure the maximisation of expertise, resources and mutual support.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of school staff.
- Oversee the review and maintenance of statements and records for all SEND students, liaising with parents of children with SEND.
- Contribute to the in-service training of staff
- Liaise with external agencies, including the educational psychology service and other

support agencies, medical and social services and voluntary bodies and the relaying information as appropriate to staff

- Liaise with the Leadership Group
- Liaise with the Transitions coordinator and Heads of Year
- Liaise with the Careers South West adviser

6. Monitoring and Evaluation

The following procedures provide the school with evaluative points for assessing the effectiveness of the school's SEND policy:

- SEND communications from parents
- Briefings with members of the SEND team
- Student assessments for review meetings
- Student and parent views relating to the statutory review of EHCP need
- Evaluation of interventions with line manager
- Value added assessment data collated from the external examination procedure
- Review and evaluation of the data harvests

7. Concerns and Complaints

At Devonport High School for Boys, progress of all young people including those with SEND is the responsibility of the class teacher and then the Head of Department. In pastoral matters, the responsibility is with the tutor and then the Head of Year.

The overview of SEND students is the responsibility of the SENCO, Jo Weaver, who will monitor, coordinate and evaluate provision of these students.

The school also offers in-house counselling where appropriate alongside our well established pastoral team which extends to peer mentors.

Please contact Jo Weaver (SENCO) via the main switchboard 01752 208787 or email jo.weaver@dhsb.org

The school SENCO seeks to establish open dialogue and a good working relationship with all parents/carers and students with SEND often before they join the school in Year 7. The school SENCO actively seeks to fully engage them in the education process seeking their views and advice both at formal reviews and throughout a student's career at Devonport High School for Boys.

The school employs a Family Support Advisor (FSA) who is able to support families with advice and direction to further support should it be needed. FSA can also act as a point of contact for a parent if they do not feel comfortable with contacting the school directly. Please contact Lorna Taylor (FSA) via the main switchboard 01752 208787 or email lorna.taylor@dhsb.org

Parents can also access PIAS for external, impartial advice at any time.

<https://www.plymouthias.org.uk/> Plymouth Information, Advice and Support for SEND (PIAS)

We actively seek to share information about a variety of local support groups, events and charities via the SEN, FSA and Early Help sections of our websites. If parents 'sign up' to the SEN link on the website, they will receive a text alert each time new information is added to the area.

The school will complete an EHAT (early help assessment) with parents when appropriate, and then use this information to facilitate a co-ordinated multi-agency response.

Students are involved in planning and review meetings as appropriate. Their views may be sought in advance via a learning mentor or TA relationship.

If concerns persist, the parents may refer to the Head of Year and thereafter to the Headteacher or his representative.

Where difficulties are still unresolved, the complaint will be considered by the Board of Trustees. Any formal complaints should be made through the Complaints Procedure as detailed on the school website. www.dhsb.org