



Special Educational Needs Policy

June 2018

- Statutory

This policy has been written with reference to the Equality act (2010) and the SEND code of practice 0--- 25 (2014)

The SEND team is made up of the SENCo, The SEND Manager, and a group of very experienced teaching assistants. The advocate for SEND on the senior leadership team is the deputy headteacher.

It is our belief that every teacher is a teacher of every child or young person including those with SEN.

- Aims and Purpose

The aim of the policy is to ensure the identification, teaching and learning is matched to the pupils with special educational needs and disabilities as set out in the revised code of practice 2014. The parents and pupils will be involved in the decision making on how best to support learning.

- Definition of SEND

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age

OR

b) has a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post 16 institution

- Inclusion Statement

We endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to their abilities. This ensures that all pupils have full access to the school curriculum.



Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between underachievement and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential for the success of these pupils. These will be provided, initially, through Additional SEN Support (SS) funded from the devolved schools budget.

- Aims and Objectives of this Policy

The aims of our SEND policy and practice in this school are:

To provide curriculum access for all.

To secure high levels of achievement for all.

To meet individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from pupils, parent and carers.

To carefully map provision for all SEND learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all SEND learners.



- Guidelines:

The Head of Department: Special Educational Needs Coordinator leads the implementation of the SEND policy.

The Graduated Approach in the Secondary Sector

- SEND Support

When staff identify that a pupil has SEND- subject teachers, in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer. As stated in the code of practice the 'assess, plan, do, review' cycle will be followed. This means:

subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme. A Support and Achievement Plan (SAP) will be devised and discussed with parents.

SENCo could take the lead in:

Planning future interventions for the pupil in discussion with colleagues.

Involving help from other external agencies, and disseminating advice and support from these agencies to teachers.

Monitoring and reviewing the action taken and attainment.

- Education Health and Care Plans

Some pupils will have SEND needs greater than that which can be supported at SEN Support. These pupils could have an EHC plan. This is replacing the Statements of Special Educational Need and provide additional funding and expected outcomes for the child with SEND. A plan is necessary so that special educational needs provision can be made for the child or young person. The provision must be additional to what can be reasonably be provided to a mainstream school.



Subject and pastoral teachers (Heads of Learning) remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme with the help of the SENCo and other advice from outside agencies.

A Support and Achievement Plan (SAP) will be devised and reviewed on a regular basis

SENCo could take the lead in-

Reviewing the EHC plan formally once a year.

Involving help from external agencies, and disseminating advice and support to teachers.

Monitoring and reviewing progress of interventions and attainment.

- Roles and Responsibilities of Headteacher, Staff, Governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The headteacher has responsibility for:

The management of all aspects of the school's work, including provision for pupils with SEND.

Keeping the governing body informed about SEND issues.

Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors. The governing body will ensure that:

SEND provision is an integral part of the school improvement/development plan.

The necessary provision is made for any pupil with SEND.



All staff are aware of the need to identify and provide for pupils with SEND.

Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.

They report to parents on the implementation of the school's SEND policy.

They have regard to the requirements of the most recent SEND Code of Practice.

Parents are notified if the school decides to make special educational provision for their child.

They are fully informed about SEND issues, so that they can play a major part in school self-review.

They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

The quality of SEND provision is regularly monitored.

They, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCo) and SEND Manager are responsible for:

Overseeing the day-to-day operation of this policy.

Ensuring that an agreed, consistent approach is adopted.

Liaising with and advising other staff.

Helping staff to identify pupils with SEND.

Carrying out detailed assessments and observations of pupils with specific learning problems.

Co-ordinating the provision for pupils with SEND.

Supporting class teachers in devising strategies, drawing up Support and Achievement Plans (SAPS) in conjunction with the class teacher or Head of Learning, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.

Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.

Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.

Maintaining the school's SEND register and records.



Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information.

Contributing to the in-service training of staff.

Managing learning support staff/teaching assistants.

Liaising with the SENCOs in feeder schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.

Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.

Giving feedback to parents of pupils with SEND by being part of the assess, plan, do, review cycle of the SAP.

Learning support staff/teaching assistants should:

Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

- Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should be encouraged to discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo, SEN Manager or Head of Learning.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer, following the complaints procedure protocol. The LA Parent Partnership Service is available to offer advice.



- Arrangements for Monitoring and Evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

Monitoring of classroom practice by the SENCo and subject co-ordinators.

Analysis of pupil tracking data and test results for individual pupils and for cohorts.

Value-added data for pupils on the SEND register.

Monitoring of procedures and practice by the SEND governor.

The school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy.

The school's annual SEND review, which evaluates the success of the policy and sets new targets for development

The school improvement plan, which is used for planning and monitoring provision in the school

Visits from LA personnel and Ofsted inspection arrangements.

Feedback from parents and staff, both formal and informal, following meetings to produce SAPs and outcomes, revise provision and celebrate success.