

Policy Focus	Special Education Needs & Disability Policy (SEND)
Policy Date & Version	30 th July 2017 v7
Date Directors Approved	17 th August 2017
Review Date(s)	July 2018
Owner/Lead	Executive Principal & HoMDS

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25years (January 2015).

It has been written with reference to the following documents and guidance:

Equality Act 2010: Advice for schools (DFE, Feb. 2013)

SEND Code of Practice 0-25 years (DFE, Jan. 2015)

The SEN and Disability Regulations (2014)

Statutory Guidance on Supporting Pupils at School with Medical Conditions (DFE, June 2014)

The National Curriculum in England: Framework for KS1 and KS2 (July 2014)

Teachers' Standards

School SEND Information Report

Safeguarding Policy

Aims

Our school motto is, "To be the best we can be". We aim to provide an environment where every person is recognised for their individuality and is helped to develop their strengths while any barriers to learning are identified and removed. We aim to help every child grow into an independent, happy, young adult.

We aim to provide:

- a broad and balanced curriculum for every child
- a differentiated curriculum appropriate to each individuals' needs and abilities
- early identification of children requiring SEN provision
- high quality SEN provision focused on high expectations for learning outcomes
- collaboration between education, health and social care services
- a close partnership between parents, school staff and child using person-centred approaches

- a focus on outcomes for children and not just hours of provision/support

All of our pupils have some kind of special educational needs. In implementing this policy, we believe our pupils will be helped towards overcoming their difficulties.

Objectives

- to identify and provide for pupils who have special educational needs or disabilities
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENCO) who will work in line with the SEND policy.
- Provide support and advice for all staff working with pupils with SEND.

Identifying Special Educational Needs

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

(COP, 2015)

Children are only identified as needing SEN support if they do not make adequate progress even though they have had access to interventions, adjustments and good quality personalised teaching.

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need, as detailed in the Code of Practice (2015). These categories are not there to act as labels but to help the school decide what action they need to take. The four areas are as follows:

Communication and Interaction - this includes children with speech, language and communication needs and those on the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia.

Social, emotional and mental health difficulties - this includes children who may be withdrawn or isolated, displaying disruptive and/or disturbed behaviours. They may be exhibiting features of hyperactivity, concentration difficulties, impulsivity or attachment disorders.

Sensory and/or physical needs - this includes children with sensory impairment, visual impairment, hearing impairment and physical difficulties which may require ongoing support and specialist equipment.

The following list may impact on progress and attainment but are not considered to be Special educational needs in isolation:

- Disability
- Attendance and punctuality
- Health and welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women
- Behavioural difficulties

A Graduated Approach to SEN Support

Key points from the Code of Practice (2015):

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including those who access support from teaching assistants or specialist staff.
- High Quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching, for all pupils, including those at risk of underachievement, is rigorously monitored and reviewed through lesson observations, planning/book scrutiny, pupil progress meetings and learning walks. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the most frequently encountered SEN. When quality first teaching isn't enough, teachers use reasonable adjustments and additional support to help those children who are struggling to make progress.

This plan is reviewed termly, and progress is closely monitored against agreed expected outcomes. If the expected progress is not being made, an individual provision map might now be necessary.

All our students are assessed by our Multi-Disciplinary Team (MDT) consisting of SENCO, occupational therapist, speech and language therapist, behaviour Specialist and Educational Psychologist.

Education, Health and Care Needs Assessments

All students referred to SfIT come with a EHCP

Criteria for Exiting the SEN Register

If a child has made sustained progress and no longer requires SEN support, then they may be removed from the SEN register and we will explore a move back into mainstream education. The views of parents, teachers, referring LA and any other relevant professionals will be taken into account before making this decision.

Supporting Pupils and Families

We strive to work with pupils and their families to ensure that needs are met and that school is a positive experience for the whole family.

Our school HoMDS/SENCO, is readily available to meet with children and/or families to discuss their concerns and to plan a way forward. She is contactable on the normal school telephone number.

The school holds a monthly coffee morning session where parents can discuss any SEN issues on an informal basis. Guest speakers and pupils sometimes attend these sessions.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement or EHC plan which brings together health and social care needs as well as their special educational provision. This is guided by the SEN Code of Practice (2015).

Monitoring and Evaluation of SEN in School

The quality of provision offered to all pupils is regularly and carefully monitored and evaluated through:

- Sampling of parent views, pupil views and staff views.
- Monitoring of procedures and practice by the MDT/SEN Director.
- Pupil Progress Meetings
- Monitoring of the quality of teaching and learning.
- Regular meetings with parents
- Regular meetings with the referring LA

Roles and Responsibilities

Provision for pupils with SEN is a matter for the whole school. The Directors, in consultation with the Executive Principal, have a legal responsibility for determining the policy and provision for pupils with SEND.

SEND Director : Mark Escott
HoMDS & SENDCO: Claire Upston

The SEND Policy is reviewed annually - next review August 2018 although with the start of a new HoMDS/SENCO in September 2017 there may be prior revisions to this policy.