

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Last Reviewed: September 2021

Intended audience:	All
Document lead/author	SENCo
Issue date:	September 2021
Dissemination Method:	Published on website
Reviewer:	SENCo / SEN Lead / Principal

Contents

POLICY TO PROMOTE THE SUCCESSFUL INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.....	3
INTRODUCTION.....	3
DEFINITION OF SPECIAL EDUCATIONAL NEEDS	5
STUDENT VIEWS.....	6
ADMISSION	6
IMPLEMENTATION	7
A GRADUATED APPROACH TO SEN SUPPORT.....	7
STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS.....	10
REFERRAL FOR AN EDUCATIONAL HEALTH CARE PLAN (EHCP).....	10
CRITERIA FOR EXITING THE SEN REGISTER / RECORD.....	11
MANAGING STUDENT PROVISION	11
TRANSITION	12
WORKING WITH OUTSIDE AGENCIES.....	14
ALLOCATION OF RESOURCES	15
SUPPORTING PARENTS/CARERS	15
SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS	16
ROLES AND RESPONSIBILITIES	16
SENCO	17
PRINCIPAL	17
STORING AND MANAGING INFORMATION	18
COMPLAINTS.....	18
MONITORING AND EVALUATION OF SEND.....	18

KEN STIMPSON COMMUNITY SCHOOL – SEND POLICY

POLICY TO PROMOTE THE SUCCESSFUL INCLUSION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions April 2014
- The schools safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO and SLT line manager in liaison with the SEN Governor, SLT, staff and parents of students with SEND.

INTRODUCTION

Ken Stimpson Community School exists to provide high quality learning and teaching in a supportive and caring environment, to develop the potential of each learner. The school has an Equality, Diversity and Cohesion Policy to ensure that appropriate students are well supported and therefore not treated less favourably than others and that reasonable adjustments are made to avoid placing students with additional needs at a disadvantage. Every teacher is a teacher of every child or young person including those with SEND.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any student who has special educational needs, and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

Ken Stimpson Community School recognises that:

- a) For learning to take place, every student must have access to experiences, which are varied in context, nature, and resources, but which allow for continuity, differentiation and progression.
- b) A student is entitled to a broad and balanced curriculum within the National Curriculum.
- c) It is important to encourage students to develop confidence and recognise value in their own contributions to their learning, giving them high self-esteem.
- d) There is a need to encourage regular and effective communication between parents and school. It is vital to ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate.
- e) There is a need to encourage students to express their views and be fully involved in their learning.
- f) It is vital to gain the views of both parents and students to assist with the evaluation of effectiveness of SEND provision.

This will be achieved through the following aims and objectives.

Aims:

- a) Personalised learning leading to enjoyment, success and achievement for all.
- b) A safe, healthy, orderly, sustainable and cohesive school community.
- c) Effective engagement with our students, parents, local communities and partners.
- d) A positive, proactive approach to innovation and continuous improvement for all.

We aim to raise the aspirations of and expectations for all students with SEND, and our school provides a focus on outcomes for children and young people (and not just hours of provision/support), to enable children to feel they are valued members of the class, school and society.

Objectives (how we will achieve our aims):

- a) Identify and provide for students who have Special Educational Needs, and/or Disability additional needs.
- b) Work within the guidance provided in the SEND Code of Practice 2015.
- c) Operate a **graduated approach led by quality first inclusive teaching** to the management and provision of support for SEND.
- d) Provide a Special Educational Needs Co-ordinator (SENCO)/Leader of Learning Support who will work within the guidelines of the SEND Inclusion Policy.

- e) Provide support and advice for all staff working with students with identified special educational needs and/or disability.
- f) To provide good quality teaching and learning experiences which engage, and support SEND students to make good progress.
- g) Ensure students and parents have a voice in the process.

These aims and objectives are underpinned and promoted by the school values in “aspire for excellence and integrity to gain success”.

DEFINTION OF SPECIAL EDUCATIONAL NEEDS

Students have special educational needs if they have a *learning difficulty*, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- I. have a significantly greater difficulty in learning than the majority of children of the same age.
- II. have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Learning Process

The learning process is unique for each individual, and many students are likely to experience some difficulty in learning specific concepts at certain points in their learning.

There are a number of non-SEND factors which may impact on progress and attainment:

- a) Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- b) Attendance and Punctuality.
- c) Health and Welfare.
- d) Transition/integration.
- e) EAL - A student does not have Special Educational Needs solely because the language at home is different from the language in which the student is taught (Section 56 Education Act 1993).
- f) Being in receipt of Student Premium Grant.

- g) Being a Looked After Child.
- h) Being a child of Serviceman/woman.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

STUDENT VIEWS

Ken Stimpson Community School makes every effort to involve students in the review of their own learning. SEND students are represented on the School Council and SEND students have a chance to give their views, as well as through the opportunity of regular student voice feedback. Students that have an EHCP also can give their views at the annual review process.

ADMISSION

The current agreed admissions policy of the Governors makes no distinction as to students with SEND. The aim of the school is to meet the needs of any child whose parents wish to register at the school.

Therefore, in accordance with the School Admissions Code and the Education Act 1996 the Governing Body will admit a student with a statement of special educational need or Education Health Care Plan (EHCP) where the statement/ EHCP names the school, providing the school can meet the needs of the student. This provision does not apply to those students who may have SEND but do not have a statement/EHCP.

ASD Hub Provision

To access the ASD Hub Provision students must meet the following eligibility criteria:

These students will be admitted in the same way as other applicants.

To access the Autism Hub Provision students must meet the following eligibility criteria:

- a) Have an Educational Health Care Plan (EHP) with Ken Stimpson Community School Hub as the named provision.
- b) Have a diagnosis of Autism (ASD)
- c) Do not generally require a place in a special school but would find it difficult to make adequate progress and close their attainment gap in a mainstream school without support.
- d) Need intensive and individualised support with specific aspects of their learning or develop eg. input from the Autism and ADHD Teacher Service (AATS) in Peterborough.
- e) Are age appropriate to the key stages

IMPLEMENTATION

In order to achieve our aims, **objectives** and values, it is important for us to have clearly defined procedures which enable all staff to apply a consistent approach to providing the correct provision for students with Special Educational Needs and Disability. The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and inclusive personalised teaching.

A GRADUATED APPROACH TO SEN SUPPORT

Ken Stimpson Community School has set procedures and criteria for entering a student's needs onto the SEND register using an assess, plan, do (ADPR) review format.

The SENCO will work closely with teachers and use a variety of information sources to support identifying SEN in addition to using the schooled based ADPR process.

Such sources of information could include:

- a) Information from the Local Authority (LA) and NHS Peterborough Cluster Board.
- b) Close liaison with partner primary schools SENCOs.
- c) Primary School visits to aid transition.
- d) KS2 Standard Assessment Test (SATs) results.
- e) Cognitive Ability Tests (CATs).
- f) Reading and Spelling screening tests on entry to the school.
- g) Close liaison between curriculum areas and year pastoral teams.
- h) Student monitoring books completed by Teaching Assistants (TAs) as appropriate
- i) Observation during lesson time.
- j) Concerns expressed by staff, parents, students and support staff.
- k) Information from external agencies

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. This comes under the banner of quality first teaching.

High quality first inclusive teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality first inclusive teaching. However, these interventions will closely monitor progress and review the effectiveness of this. This work is regularly and carefully reviewed through the school's appraisal system and systematic monitoring of student's progress to target.

For those at risk of under-achievement individual support packages may be put in place. If a student is identified and recorded as having SEN then support for the student with SEN will form part of a graduated approach comprising a four-part cycle of Assess, Plan, Do and Review (APDR).

Assess

The subject teacher working with the SENCO should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, previous progress and attainment, the individual's development in comparison to their peers and national data and advice from external support services.

Plan

Parents will be notified of any SEND Support required and involved in the adjustments, interventions and support put in place. Teaching and support staff will be made aware of any strategies or approaches required. The APDRs should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher is responsible for working with the student on a daily basis. Where interventions involve working away from the main class or subject teacher, they will still retain responsibility for the student. However, they will work closely with TAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support any further assessment and advice on effective implementation of support.

Review

Effectiveness of the interventions will be reviewed at regular intervals.

Once a SEND concern is raised about a child by a parent, the child themselves or a member of staff for the teacher of that child will commence the graduated approach (assess, plan, do and review). This does not mean each child will have a written assess, plan do review plan (ADPR) plan more that this will be discussed.

CO-ORDINATED PLAN

Using the ADPR process, if the school in collaboration with parents identifies that further support and resources are required a written Co-ordinated plan maybe discussed.

The triggers for intervention through a Co-ordinated Plan could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.

Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.

Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents/carers, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

Information, support and guidance from outside agencies, health or social services who may already be involved with the child, will be sought. In such instances, it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent/carers' permission, will contact them.

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer or a referral by another agency, or the child themselves. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan.

REFERRAL FOR AN EDUCATIONAL HEALTH CARE PLAN (EHCP)

Statements of special educational needs and learning difficulty assessments will be replaced with a single Education, Health and Care (EHC) plan for children and young people with complex needs.

The EHC plan will place more emphasis on personal goals and will describe the support students will receive while they are in education or training. It is a more holistic approach to supporting children and young people and will better prepare them for adulthood. Young people and parents of children who have EHC Plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding. Partners must set out in their joint commissioning arrangements their arrangements for agreeing Personal Budgets.

Preparing for adulthood (PFA) is a key element of the changes, and the views, wishes and feelings of the child or young person, and the child's parents/carers must be taken into account in the preparation of plans. It is important that the child or young person, and the child's parents/carers, have the opportunity to participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions.

A referral for an EHC Plan can be made by a variety of people.

Within school the decision to make a referral for an EHC Plan will be taken at a review of a Co-ordinated Plan. The application for an EHC Plans will combine information from a variety of sources including student, parent/carers, Health, Social Care, other professionals.

For a few students the help given by schools through a Co-ordinated Plan may not be sufficient to enable the student to make adequate progress. It will then be necessary for the

school, in consultation with the parents/carers and any external agencies already involved to consider whether to ask the LA to initiate an assessment for EHC Plan. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action through a Co-ordinated Plan.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history, where relevant.
- Levels of attainments in all curriculum areas.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents/carers and of the student.
- Involvement of other professionals.
- Any involvement by the social services or education welfare services.
- Records of support/funding allocated to the individual student.

CRITERIA FOR EXITING THE SEN REGISTER / RECORD

School monitors progress and attainment and when barriers to learning are overcome the child may no longer receive additional SEND provision and will be removed from the SEND register by the SENCO. This will apply only when staff and parents feel that a student is making progress which is sustainable that s/he may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, student and parents need to be taken into account, as well as that of any other professionals involved with the child. However, the SENCO and Principal will make the final decision.

When a student is removed from the SEN register within the school the student will be continued to be monitored through the schools monitoring procedures and wave system. If it is felt that the student requires additional assistance, then the procedures set out in this policy will be followed.

MANAGING STUDENT PROVISION

It is the responsibility of the SENCO to ensure that the SEND register is reviewed and kept up to date on a termly basis. Support provided is recorded centrally and monitored and evaluated by the SENCO. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

Additional provision can take the form of a range of strategies, including but not limited to:

- a) Differentiation by selection of resources.
- b) Development of resources eg. lesson notes, power point scripts, enlarged texts
- c) Use of assistive technology (ICT, laptops, ipads) and appropriate software packages.

- d) Differentiation by task.
- e) Differentiation by support.
- f) Differentiation by outcome.
- g) Interview and assessment of mid-term admission students to the school.
- h) Partnership teaching.
- i) Literacy and withdrawal sessions.
- j) Individual or small group support.
- k) Homework support.
- l) Programme of physiotherapy
- m) Programme of counselling/anger management.
- n) Support with first language.
- o) Interpretation/translation.
- p) Provision of alternatives to the full mainstream curriculum such as access to our nurture and pathways provision
- q) Extended schools' provision.
- r) Links with our Careers Co-ordinator (and outside agencies) to ensure effective and successful transition for 16+ and 18+.
- s) The school will also liaise with the Local Authority and other agencies to arrange transition plans for students with EHCPs in Year 9 and will ensure that these transition plans are reviewed annually as part of the Annual Review process.
- t) Testing students with additional needs for exam concessions in line with JCQ regulations
- u) Provision for extra time, readers and scribes (Amanuensis) for exams.
- v) Liaison with pastoral staff regarding planning and provision of part-time timetables for individual students.
- w) Home visits.
- x) Homework clubs within school and the community.
- y) Ensuring that a member of the Learning Support Department is present at every Parent's Consultation evening.
- z) Providing support for families in the mother tongue language wherever possible.

TRANSITION

The school works in close partnership with its feeder primary and FE colleges. Parents/carers are encouraged to agree to share information in advance where there may be a need for additional provision and where SEND may need to be supported.

Year 7 transition

- Annual Reviews in Year 5 will be attended where appropriate to support transition.
- Additional visits and discussions with parents/carers and the child will be explored and where needed further transitions support during Year 6 will be included.
- Workshops will be offered to students of SEND which will allow students to become familiar with the campus.

- For those with an EHCP and where this is known in sufficient time, interventions will be planned and in place for the first few weeks.

Year 11 and Year 13 Transitions

The school works in partnership with Post 16 providers. It will work to understand the interests, strengths and motivations of those with SEND and use this to plan support around them. The school will enable students to explore the various Post 16 options and help that can be provided to the SEND student to this point.

- In Year 9 and 10 more specific courses and course providers will be explored, including encouragement to attend taster days of visits when relevant.

In Year 11, students and families will be supported to make a firm decision for Post 16 and to familiarise themselves with their new setting.

Post 16 students with an EHCP moving from the school to Post 16 institutions or apprenticeships, will have their plans and provisions reviewed at least 5 months before the move. Others will be reviewed at least 3 months before the March end of year transfer.

Where students change their plans or do not meet the criteria for entry, the plan must be reviewed, and the LA informed as soon as possible. Under statutory guidance within the Autism Strategy, the SENCo should inform the students with Autism of their rights to a community care assessment and their parents/carers to a carers' assessment. This should be built into the preparing for adulthood review meeting for those with an EHCP.

The school will ensure that as students gets older, they will be increasingly involved in decision making about their future. The school recognises that after compulsory school age the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than to their parents/carers. The school will continue to involve parents/carers wherever possible and appropriate whilst recognising the decision rests with the student. From Year 9, and where relevant before, preparing for adulthood will be an explicit element of the conversations with students and their families.

Career Education

The school will ensure that all students between the Years 8 – 13, including those with SEND, are provided with careers advice. The School will ensure that it works to raise the career aspirations of those with SEND through this guidance and broadens their career employment horizons. Students will be guided to attend careers events, taster days, work

experience, mentoring, enterprise experience, meet role models and inspiring speakers to support discussion and conversations around choices.

The School will seek to work in partnership with other agencies such as employment services, schools, Post 16 providers, alternative education partners, housing agencies, disability organisations, and other relevant agencies as required to ensure that the student has knowledge about and understands available support and opportunities as they get older.

WORKING WITH OUTSIDE AGENCIES

The school will complement and supplement its support network by working in partnership with other professionals and outside agencies where available. This provides greater support for students whose needs require more specialised or intensive help. The school is working with the Local Authority to ensure that where necessary Team around the Family (TAF) forms are completed. These were formerly known as CAF (Common Assessment Framework) forms. Under normal circumstances parents would be consulted before external agencies are involved. Partner agencies currently include:

- a) Educational Psychologist.
- b) MASG – Multi Agency Support Group
- c) Medical Professionals.
- d) Physiotherapist and Occupational Therapist Services.
- e) Speech and Language Therapists.
- f) Home School Liaison Officer.
- g) Referral and Assessment Team.
- h) Safer Schools/Police/School based PCSO.
- i) The Special Educational Needs and Inclusion Service Officer from the Local Authority / Transition Officers
- j) Child and Adolescent Mental Health Service and Neurodevelopmental Teams.
- k) AATS Service (Autism and ADHD Teacher Service)
- l) FE colleges including Peterborough Regional College, City College and Stamford College to provide tailored transition for individual students, where appropriate.

The student's parents will always be involved in any decision to involve outside agencies or specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the student (as appropriate). There are three levels of support for students with SEND:

- i. Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as Element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- ii. Targeted level - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for

- learners with SEN from their notional SEND budget. This is also known as Element 2 funding.
- iii. Specialist or personalised level top-up funding above £10,000 (Elements 1 and 2) is provided on a per-learner basis by the commissioner placing the student. This level of funding usually only applies to students with Education, Health and Care Plans (EHCPs).

ALLOCATION OF RESOURCES

The Governors, through the Governors' Finance Committee will allocate funds to meet the needs of students with special educational needs. At the meeting of the Governing Body which approves the Budget, the Governors' Finance Committee will draw the attention of the Governors to the amounts delegated to the school by the LA under special needs heading in the Section 42 Statement, and to the amounts allocated for Special Needs in the proposed school budget. The annual report to parents will also include this information.

The principal will manage the funds allocated by the Governors to meet the differing needs of the students in the school with special educational needs. The Governors require the Principal and the SENCO to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other students, providing there is no disadvantage to the student to whom they are nominally allocated.

SUPPORTING PARENTS/CARERS

The Learning Support Department tries to meet regularly with parents of SEND students, whether through regular parents' evenings or separate student progress meetings. For parents/carers of students with an EHCP, the Annual Review process provides an opportunity to discuss and review in depth a student's progress and needs.

Parents/carers can request a meeting with the SENCO to discuss their child's learning needs if they have concerns.

They can also find more information on the city's local offer on:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Parents/carers may also want to look at the Ken Stimpson SEND School Information Report can be accessed on the school website:

<https://www.kscs.org.uk/information/reports-surveys-results/kscs-sen-information-report>

The SENCO will also encourage parents /carers of students with SEN to contact the Parent Partnership Officer. Details can be given from the school or found on the Peterborough's local offer (details as given above).

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students 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 and the Advice for School (DfE, May 2014). Some may also have special educational needs (SEN) and may have an Education Health Care Plan; in this case the SEND Code of Practice (2015) is followed. Students with medical conditions are supported through Health Care Plans written in partnership with parents and health care professionals. Full details can be found in the school's First Aid Policy.

ROLES AND RESPONSIBILITIES

There are a number of staff in the Learning Support Department with a range of roles including:

Leader of Learning Support (SENCO) – Mr M. Wilson	m.wilson@kscs.org.uk
Deputy Senco and Hub lead – Miss J. Hudak	j.hudak@kscs.org.uk
Assistant Senco and TA Lead – Mr S. Nimmo	s.nimmo@kscs.org.uk
SEN Administrative Support – Mrs A. Coppin	a.coppin@kscs.org.uk

Higher Level Teaching Assistants (HLTAs) for Intervention Delivery

Teaching Assistants

Learning Mentors

Link Assistant Principal and SEN Lead – Mr J. Treliving j.treliving@kscs.org.uk

LINK Governor for SEND – Reverend G. Rogers

The named Designated Teacher with specific Safeguarding responsibility is Mr J. Treliving (Assistant Principal).

SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

The key responsibilities of the SENCO include:

- a) Overseeing the day-to-day operation of the school's SEND policy.
- b) Co-ordinating provision for children with special educational needs and disability.
- c) Liaising with, training and advising fellow teachers.
- d) Managing Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs).
- e) Overseeing the records and SEND register for all children with special educational needs and disability.
- f) Liaising with parents of children with SEND.
- g) Liaising with TAs and ensure the sharing of information regarding students' needs and targets is completed on a timely basis.
- h) Having clearly identified priorities for the training of staff and contribute to such training.
- i) Liaising with external agencies including the Local Authority's AATS Team, Educational Psychology Service, health and social services, and voluntary bodies.

The SEN Lead supports and quality assures the SENCO in providing the provision.

PRINCIPAL

The key responsibilities of the Principal include:

- a) Overall responsibility for the management of the policy, for assessment and provision for students with SEND and for keeping the Governors informed. Any complaints about general or specific provision will be referred to the Principal in the first instance.
- b) The Principal is informed by LA when they conclude that a student at the school has special educational needs, and is the person responsible for ensuring that all the appropriate people know about the student's needs.

CLASS TEACHERS

Each class teacher is responsible for:

- a) The progress and development of every student in their class.
- b) Working closely with any Teaching Assistants (TAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- c) Working with the SENCo to review each student's progress and development and decide on any changes to provision.
- d) Ensuring they follow this SEND policy.

GOVERNORS

The governors have a duty to:

- a) Fulfil their statutory duties to students with special educational needs and disabilities.
- b) Secure appropriate resources.
- c) Have regard for The Code of Practice (January 2015). 0-25 Special Educational Needs and Disability (SEND) Code of Practice 2015.
- d) Participate in appropriate training.
- e) Annually review the SEND and Disability Policies.
- f) Evaluate the success of education provided for those with Special Educational Needs and Disabilities.

STORING AND MANAGING INFORMATION

Documents relating to students on the SEND register will be stored securely in the Learning Support Department. SEND records will be passed on to a student's next setting if requested. The school has a Confidentiality Policy which takes into account GDPR and applies to all written student records.

COMPLAINTS

The school has a clear complaints policy. Any concerns or complaints relating to the implementation of the SEND policy should be referred in the first instance to the SENCO or a member of the governing body. If they speak to a Governor, he/she will, in the first instance, refer the matter to the SENCO. The SENCO will investigate and then contact the parent/carer within five school days. If the SENCO has not resolved the matter to the parent/carer's satisfaction, it will be referred to the SEN Lead, who will consider the complaint and contact the parent/carer within five school days from the date of the receipt of the complaint.

MONITORING AND EVALUATION OF SEND

Senior leaders and governors regularly and carefully monitor and evaluate the quality of provision we offer all students through lesson observations, student voice, learning walks,

books scrutiny, parent and student questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all students. As part of this, interventions and progress against targets for SEND students is monitored by class teachers in liaison with the SENCO.

The Governors will evaluate the success of this policy by enquiring how effectively students with special educational needs participate in the whole curriculum and all activities.

The Governors will come to a judgement about:

- The views of parents/carers on the working of parent partnerships
- The effectiveness of the procedures in meeting needs
- How well students with SEND take part in the whole curriculum of the school
- How independent the students with SEND become
- How students with SEND take responsibility within the school
- How resources have been allocated to and between students with SEND

The Governors' observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parent/carers.