



a revolutionary response to school

Special Educational Needs and Disabilities (SEND) Policy

To be read in conjunction with the;

- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Needs Policy
- Anti-Bullying Policy
- Assessment Policy
- Admissions Policy

The SENDCo is Becci Gooding

Rationale

We believe that all children have a right to an education which helps them to develop their full potential so that they can become lifelong learners and make a strong contribution to their community. Our children are taught in mixed age and mixed ability classes and work is differentiated to meet the needs of individuals. We ensure that all children benefit from a broad and balanced curriculum which helps them to make at least good progress from their individual starting point. The school's ethos is founded on self-directed learning which is inspired by the interests and enthusiasms of individual pupils.

Learning in the school is underpinned by continuous assessment, so any lack of progress can be identified and supported. Targeted interventions are provided for children who require additional support. All pupils have individual learning plans. If the school has any concerns about the progress made by individual pupils it will work in partnership with parents to ensure that the child receives the appropriate level of support.

Some children may have barriers to learning which means they require the school to take specific action. These requirements are likely to arise as a result of the child having special educational needs and disabilities (SEND). Children are said to have SEND if they have a learning or other difficulty or disability which requires special provision to be made for them. Children may be identified as having SEND if they:

- have a significantly greater difficulty in learning than the majority of children of the same age

- have a disability which prevents or hinders them from making use of facilities of a kind usually accessed by others of their age in mainstream schools or post 16 establishments
- are children aged two or more who require educational provision which is additional to or different to that made for children of the same age

We recognise that not all pupils with special educational needs will have a disability and not all pupils with disabilities will have special educational needs but there are overlaps between the definitions.

Definition of Special Educational Needs and /or Disabilities (SEND)

Pupils have special educational needs and /or disabilities if they have difficulty in accessing the curriculum and require special provision to be made for them. Pupils have difficulty in accessing the curriculum if they have greater difficulty in learning than others their age or if they have a disability which prevents or hinders them from making full use of the educational facilities or resources provided for them.

There are four broad areas of need;

- Communication and interaction, including Autism Spectrum Condition (ASC)
- Cognition and learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
- Social, emotional, behavioural difficulties including mental health difficulties
- Physical difficulties, including visual and hearing impairment and asthma

Children may be identified as having SEND at any time during their time in school or throughout their school career. This policy ensures that curriculum planning for children with SEND and assessments of their progress take account of the type and extent of the difficulty experienced by the child.

Some children with disabilities may have learning difficulties that require SEND provision, however, not all children deemed to have a disability will require this provision. A child with asthma or diabetes, for example, may not have special educational needs but may still have rights under the Equality Act 2010. We assess each child's needs as required and make appropriate provision based on their identified needs.

Equal Opportunities and Educational Inclusion

This policy has taken account of The Children and Families Act 2014 the SEN Code of Practice 2015. The policy is part of a whole school approach to inclusion and effective learning for all.

Aims

- to engender respect for pupils' differing educational and emotional needs and aspirations
- to ensure that all pupils have access to a broad and balanced curriculum, including trips and extra-curricular activities
- to ensure that the needs of pupils with learning difficulties and/or disabilities are met
- to promote the use of different learning strategies

- to provide support for pupils who need support with communication, language and literacy
- to help pupils manage their social, emotional and behavioural needs
- to help individuals to manage their emotions and develop resilience
- to provide support for pupils with mental health issues
- to record, monitor and review the provision made for pupils with learning difficulties and/or disabilities so that all pupils make at least good progress
- to ensure that pupils are involved, where possible, in assessing their own progress and reviewing the support provided for them
- to work in partnership with parents
- to consult, involve and work with external agencies where necessary
- to ensure that pupils with learning difficulties and/or disabilities are fully integrated into the life of the school, providing additional support, where necessary, to achieve this
- to work with local authorities (accessing the Local Offer) to ensure that pupils receive the support they need

Identification

Early identification is key to ensuring that pupils thrive and make progress. Pupils with SEND are especially vulnerable to bullying and other safeguarding incidents so early identification is very important. The following indicators may be early indicators of learning needs

- information from classroom observations, feedback and formative and summative assessment show that a pupil is making progress at a significantly slower rate than their peers who started from the same baseline
- pupils' progress fails to match or better the previous rate of progress
- pupils' progress fails to close the attainment gap between the child and his/her peers
- a lack of progress widens the achievement gap
- pupils are working well below the expected standard for their age in literacy and numeracy
- pupils have poor communication skills, fail to engage with learning or exhibit a lack of involvement or interaction
- pupils lack confidence
- behavioural changes (this can indicate a safeguarding concern, bullying or learning need)
- disabilities limit progress, this can be hearing loss, issues with vision, gaps in learning because of medical issues, mobility or other issues
- parents express concerns
- pupil self-referral

If teachers or parents have any concerns about the learning and progress of individual pupils they should discuss their concern with the special educational needs and disabilities co-ordinator (SENDCo), Becci Gooding who will suggest possible ways forward. This support will take the form of a four-part cycle (assess, plan, do, review). Through this cycle, our actions will be reviewed and refined as our understanding of a pupil's needs and the support required to help them secure good outcomes increases. The SENDCo maintains a list of pupils identified as having SEND. The school maps the additional provision made for individual pupils. The school will carry out the initial analysis of a child's needs, this may include specific reading assessments, observation of the child during different subjects or a questionnaire. Referrals will be made to the appropriate local authority (LA) where children are having significant difficulty in learning or managing other aspects of school life. For West Sussex

County Council (WSCC) the relevant team for SEN referrals is the Special Educational Needs Assessment Team, contactable on **0330 222 2722** or by email to **senat.north@west sussex.gov.uk**.

Pupils with education and health care (EHC) plans will receive the support identified in their plan and the school will work in partnership with external agencies. All EHC plans will be reviewed annually.

Partnership with Parents

Working in partnership with parents is one of the fundamental principles of the school:

- we give parents opportunities to play an active role in their child's education
- make parents and carers welcome
- we encourage parents and carers to tell the school about any concerns
- help parents consider how the school will best support their child
- we involve parents in setting targets for their child
- we keep parents and carers informed during any assessment processes
- we make parents aware of the 'Local Offer'. For pupils who reside within West Sussex County Council local authority area this can be found at <https://westsussex.local-offer.org/>

Involvement of Pupils

The school recognises that pupils have the right to be involved in making decisions and exercising choice, this is a major focus of our school's provision. We try to fully involve pupils with SEND by:

- encouraging pupils to express any concerns that they might have
- asking them about their ambitions for the future
- helping them understand their strengths and any difficulties
- teaching them to be self-evaluative so they know how to overcome barriers
- asking them to reflect on the provision made for them and how it could become more effective
- ensuring they contribute to formal reviews by providing their views
- ensuring that pupil views of SEND procedures are included in school self-evaluation

Roles and Responsibilities

The proprietor will;

- take responsibility for deciding the school's SEND policy and provision
- ensure that the policy is reviewed annually
- monitor the policy through the school's self-evaluation procedures
- ensure that the school has sufficient resources to support pupils' learning needs and/or disabilities
- ensure that the needs of all pupils are met

The SENDCo will;

- monitor the day-to-day operation of the policy
- ensure that pupils' needs are shared with staff and fully understood
- Ensure that the graduated approach of assess, plan, do, review is implemented and followed
- identify pupils for screening
- co-ordinate provision for individual pupils
- provide guidance for staff
- ensure that the parents of children receiving SEND support are formally notified
- keep accurate records of all pupils with SEND
- review pupils' individual learning plans to ensure that the provision made for them is appropriate and is having a positive impact
- be responsible for the school's SEND resources
- work in partnership with the parents or carers of pupils with SEND, including EHC plans
- review pupil's progress each half term in collaboration with pupils and parents
- liaise with external agencies
- keep an up-to-date register of individual pupil needs and update provision maps

Teachers will;

- understand that all teachers are teachers of pupils with special educational needs and disabilities
- ensure that all pupils receive appropriate support and challenge
- ensure that all pupils can access the curriculum
- use formative and summative assessment to plan work, support and challenge for individuals
- draw up learning plans for pupils and ensure that these are reviewed regularly in collaboration with the pupil and /or parents
- provide suitable support, for example, seating plans, large print or coloured resources, consider access arrangements, especially during educational visits
- provide suitable interventions and support

Provisioning

On entry to the school each child's attainment will be assessed using the WRAT-5 tests. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Closes the attainment gap
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Resources

The resources will be provide which meet the needs of individual learners and may in include the following:

- Extra time to complete tasks
- Coloured acetate overlays
- SEND consultant / adviser to carry out more in-depth assessments
- Assessment materials to identify specific needs
- Access to personal ICT
- Access to Voice Activated Software (e.g. Dragon Speak)
- Regular one-to-one Learning Conversations and/or intervention
- Low teacher : student ratio
- Personalised curriculum
- Individual/personal timetables
- Now, Then, Next boards
- Sensory 'Toy' boxes
- Reader Pens
- Memory Games
- Games to discuss feelings and emotions
- Games to develop spatial awareness and hand-eye coordination

Admission Arrangements

The school does not discriminate against pupils with SEND and all applications will be considered on a case by case basis.

Links with Support Agencies

West Sussex SEN and Inclusion Services

Jon Philpot
Principal Manager (SEN & Inclusion)

Tel 03302222564
jon.philpot@westsussex.gov.uk

Helen Johns
Head of Inclusion
helen.johns@westsussex.gov.uk

WSCC Special Educational Needs Assessment Team
Tel: 0330 2222 722
E: senat.north@westsussex.gov.uk

Beacon House

Nicola Dyson
Family Therapist and EMDR Practitioner
Beacon House Therapeutic Services and Trauma Team

E: Nicola.dyson@beaconhouse.org.uk
W: www.beaconhouse.org.uk

Equality and Wellbeing Service, Physical and Sensory Support Children, Families, Life-long Learning and Culture Vulnerable Learners

Vanessa Palmar
Advisory Teacher for Hearing Impairment

Tel: [01483 519211](tel:01483519211) or [07791712419](tel:07791712419)
Email vanessa.palmar@surreycc.gov.uk

Surrey County Council
Quadrant Court
Woking
GU22 7QQ

Staff Development and Training

Becci Gooding has undertaken SENDCo training with Elspeth Bunker (SEND Consultant and Adviser at SENDCAS Special Educational Needs & Disability Consultancy and Advisory Service) and will complete the National Award for SENDCo.

Elspeth Bunker will also be providing regular whole-staff training with regards to any SEND identified in our students.

Monitoring and Evaluation of Provision

- observations of learning and teaching
- work sampling

- planning scrutiny
- teacher interviews
- pupil interviews
- tracking data
- pupil review meetings
- monitoring of EHCPs, learning plans and individual targets
- evaluation of provision maps
- attendance records

Complaints

Complaints will be dealt with under the Special Educational Needs and Disabilities Policy in the first instance. If the complaint is about admission procedures the complaint will be dealt with under the Admissions Policy.

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Document Review			
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