



Special Educational Needs and Disability (SEND) Policy

Member of leadership team with lead responsibility for oversight and update of policy	ROS
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Context

This policy should be read in conjunction with the Special Educational Needs and Disability Code of Practice: 0-25 (January 2015), and the Equality Act 2010.

Introduction

The Polesworth School is committed to meeting the needs of all students and to ensure that they have access to a full curriculum. We provide effective learning opportunities for all students by responding to students' diverse learning needs, setting suitable learning targets and overcoming barriers to learning. Appropriate adaptation of the curriculum will be planned by all teachers working alongside the Inclusion Team utilising a range of strategies and resources. All teachers share the responsibility for the education and wellbeing of all the students in our care. The School Standards Committee recognises the need for appropriate resources including staff and accommodation for Special Educational Needs and disabilities.

Our SEND provision is co-ordinated by the Special Educational Needs and Disabilities Co-ordinator (SENCO), who ensures that the School adheres to the Code of Practice. The SENCO works closely and follows the advice from the Local Authority Advisory Services.

The School's SEND Information Report is displayed on the School's website. This report provides parents/carers with clear information about the provision that is available for the students. This is updated annually following parent/carer feedback.

Purpose

The purpose of this policy is to improve the outcome for every student with SEND in line with the Special Educational Needs Code of Practice (2015). This will be achieved through:

- Making SEND provision an integral part of our School Development Plan.
- Enabling identified students with SEND to reach their full potential.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- Assisting in the successful transition of SEND students to life beyond school.
- Reducing barriers to achievement in order to meet the needs of the individual, and offering alternative curricula in Key Stages 3 and 4 where possible and appropriate.

- Identifying and assessing students with SEND as early as possible, using appropriate and targeted assessments and offering relevant support and provision.
- Working in close partnership with parents/carers, whose knowledge and experience of their child is vital to success in the educational process.
- Increasing the confidence of the students with SEND and encouraging them to be involved in the planning of their own support and provision.
- Ensuring all SEND students have a Pupil Passport in place (where appropriate) which includes details of their specific needs and learning strategies. This will be accessed by all staff and will be reviewed on a regular basis.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that staff are appropriately trained to meet the requirements of students' needs.
- Working in partnership with the teachers, students, parents/carers and other agencies to implement the Code of Practice.
- Ensuring that all school developments and policies take account of inclusive principles.

Roles and responsibilities

The SENCO will:

- Be a qualified teacher working at the school and have achieved a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with other schools and external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Co-ordinate provision for children with SEND
- Liaise with the relevant Designated Teacher where a looked after child has SEND
- Liaise with parents/carers of students with SEND
- Liaise with the pastoral team as and when necessary

- Liaise with potential next providers of education to ensure that a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Lead and manage the Inclusion team – which includes a SEN teacher, Inclusion Manager, HLTA, Admin Support and Teaching Assistants (TAs).

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Each class teacher will:

- Be responsible and accountable for the progress and development of every pupil in their class
- Work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work closely with Teaching Assistants within their lessons to ensure that all students make progress
- Deliver high quality teaching, adapted for individual students according to their need
- Work with the SENCO to review all evidence gathered regarding a pupil before deciding whether to make a special educational provision
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Know, understand and follow the graduated approach
- Ensure they follow this SEND policy

Teaching Assistants will:

- Support the learning of students within lessons
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Support students who qualify for Access Arrangements in examinations
- Continue to develop their knowledge and understanding of SEND Needs

Identification and Assessment

A student with SEND will have a need in one or more of the following categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical Disability

A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to students of the same age. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching.

At The Polesworth School we identify the needs of students by considering the needs of the whole child, not just the special educational needs or disability of the child.

The SEND Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation. The following alone do not constitute SEND.

- Low attendance and Punctuality
- Health and Welfare concerns
- Being subject to a Child Protection or Child in Need Plan
- Having English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a Child who is Looked After
- Being a child of serviceman/woman

There are two categories within SEND:

- Students with an Education, Health and Care Plan
- Students with SEND support.

Education Health and Care Plans (EHCPs):

- All students with an EHCP will have a formal Annual Review and information about the progress of the student will be passed on to the relevant Local Authority.
- If the school is not meeting the students’ needs, despite intervention, and after following an ‘assess, plan, do, review’ cycle to monitor provision, the SENCO, in consultation with parents/carers may, apply for an EHCP assessment.
- Parents/carers can also make a request for an EHCP assessment if they feel their child needs further support.
- Whilst applying for an EHCP assessment, support and provision will continue for the students and the time frame will be governed by the relevant Local Authority
- Students with EHCP plans will have a Pupil Passport to which teachers can refer in order to make reasonable adjustments within lessons.
- Students with EHCP plans are assigned a key worker who they meet on a regular basis to review their progress towards the targets which they have been set and their wellbeing.

SEND Support:

- As stated in the Code of Practice 6.36 'Teachers are responsible and accountable for the progress and development of their students in their class, including where students access support from teaching assistants or specialist staff'.
- Students with SEND support will have an option to have a key worker, if they wish. They will meet with this member of staff every fortnight to discuss academic progress as well as their emotional wellbeing. This keyworker may be a member of the Inclusion Team or any member of staff who the student feels that they can talk to.
- Students with SEND support will all have a Pupil Passport in order for teachers to make reasonable adjustments within lessons.
- A review of students on the SEND Register will occur twice a year to ensure that all delivered provision and intervention is still appropriate for the students' needs.

Many students with SEND will have had a formal diagnosis or an identified need at primary school. This information is collated during the summer term of Year 6 through links with the SENCOs at each of our feeder primary schools. For the students that are transferring to The Polesworth School, the SENCO will attend either the Year 6 Annual Review of students EHCP or the End of Year Review Meeting of students with SEND.

Also, contact is made with secondary schools and meetings arranged for any student with SEND who has applied to the Sixth Form to ensure a smooth transition to Post 16 education.

Occasionally, no previous SEND has been identified before the student arrives at The Polesworth School. Staff at The Polesworth School use the Graduated Response approach (Assess, Plan, Do and Review, see Appendix 1)) when identifying and referring students to the SENCO. The SENCO will arrange for the appropriate assessments and observations as required and, if it is felt appropriate, will refer to outside agencies for further investigations. All assessments, observations and referrals to outside agencies will be agreed with the parent/carer first.

Students who are making progress across the curriculum and are receiving no additional support or intervention, may be taken off the SEND Register at any stage. Students may also return to the SEND Register if they need further intervention or provision. When students are removed from the register parents/carers are kept informed.

Provision

The Inclusion Department consists of:

- SENCO – Mr Paul Rosten-Smart
- Teacher of SEN – Mrs Julie Burton
- Inclusion Manager – Mrs Caroline Smith
- Higher Level Teaching Assistant – Miss Emily West
- Teaching Assistants – 9.5 full time
- Admin Support – Mrs Kerri-Anne Taylor

The Department provides support for the students throughout the school day, depending on their needs.

Teachers at The Polesworth School all teach students with SEND by delivering high quality teaching. Teachers are provided with SEND training as part of the staff development programme. Teachers offer provision within each lesson, adapting the learning resources and or tasks. Teachers are provided with Pupil Passports for all students on the SEND Register to support these students

within lessons. These are reviewed twice a year in consultation with the student. Parents/carers receive a copy of their child's Pupil Passports annually, and amended profiles throughout the year if necessary. Teachers provide feedback to the SENCO on request, to ensure that the provision is appropriate for the student.

Support from the Teaching Assistants further assists the students to access the learning. The Teaching Assistants are timetabled depending upon the needs of the students, and provide support across each year group and the curriculum. The main role of the Teaching Assistant is to provide support for all learners in the classroom to ensure they develop the appropriate strategies to become independent learners. In some cases Teaching Assistants may lead on small group intervention.

When an outside agency suggests an intervention plan for a student, the SENCO distributes the recommendations with the teaching staff and Teaching Assistants and instigates the intervention provision as far as possible.

The SENCO regularly meets with Heads of Year and Heads of Department to ensure that the provision for the students is being monitored centrally, and students of concern are identified at the earliest opportunity.

Students with SEND may require Access Arrangements at GCSE or A-level to ensure that they receive a fair opportunity to sit their external exams.

Resources

The School Standards Committee and Strategic Leadership Team of the school set the overall budget available to meet SEND, taking into account:

- Statutory requirements
- The resources identified (but not earmarked) for SEND
- The availability of additional grants to the school
- Priorities identified in the School Development Plan
- Other budgetary pressures within the school

Partnership with Parents/Carers

Partnerships between parents/carers, students and Polesworth are fostered and valued. Parents/carers are welcomed in to The Polesworth School and are encouraged to discuss and participate in their child's learning. Parent/carers of all students will be kept informed of progress at all stages and any difficulties should be made known to parents/carers at the earliest possible opportunity.

Parents/carers are encouraged to attend review meetings/Student Progress Evenings, where they will have the opportunity to discuss their child's progress.

Training and Resources

SEND support and interventions are funded through the school's SEND budget. The impact of these interventions and support is carefully monitored.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual students.

The SENCO is appropriately qualified and receives additional training to recognise the difference between an unmet need and poor behaviour. Poor behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENCO will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

The SENCO regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.

Monitoring and Evaluation

The SEND Policy is required to be reviewed by the School Standards Committee annually. They will review the effectiveness of the SEND Policy via Link Governor visits and reports, and the termly School Evaluation Statement to the School Standards Committee.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Exam Access Arrangements
- Child Protection and Safeguarding

In addition to the SEND Information Report which is available on the school's website.

Complaints Procedure

The opportunity always exists for discussions between parents/carers and the school and problems and concerns can usually be dealt with informally. If not, then a formal complaint can be made to the Head teacher, Mrs M Favell and finally to the School's Standards Committee or the Chair of Governors.

Appendix 1 – The Graduated Response

In deciding whether to make special educational provision, the SENCO will consider all of the information gathered from within the school about the student's progress. Students are only identified as SEND if they do not make adequate progress once they have had all the intervention, reasonable adjustments and good quality personalised teaching. This information gathering will include an early discussion with the student, their parents/carers and teachers, developing a good understanding of the student's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the '**different from**' or '**additional to**' support / provision that is needed. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. When it is decided that a student does have SEND, the decision is recorded in the school's SEND register and the student's parents/carers are informed that special educational provision is being made.

SEND support in school

When a student is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place, which is recorded on the child's passport. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the student in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles to match interventions to the SEND of the child.

For some students, there may be associated behaviours that require reasonable adjustments to be implemented. Where appropriate, we will make reasonable adjustments for students, whose specific needs mean that they find our high expectations difficult to meet. A **reasonable adjustment** never means that we lower our expectations, it means that that some students need additional support to ensure that they meet the high expectations that we have for all of our students. Please speak to the SENCO to discuss reasonable adjustments that can be put into place for your child.

Assess

In identifying a child as needing SEND support, the SENCO, with assistance from other appropriate members of staff, carries out a clear analysis of the student's needs.

This draws on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- If relevant, advice from external support services.

We take seriously any concerns raised by a parent and compare to our own assessment and information on how the student is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their Pupil Passport. The support and intervention provided is selected to

meet the outcomes identified for the student. Parents/carers will be made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed every term, along with the views of the student and their parents/carers. This then feeds back into the analysis of the student's needs. The class teacher, working with the SENCO, revises the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.