



Special Educational Needs and Disability (SEND) Policy

Signed by
Chair of Governors

Agreed by the Board of Governors on 1st July 2019



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1. Background

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following documents and legislative frameworks:

- Equality Act 2010: advice for schools DoE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. Definition

Pupils are considered to have special educational needs and/or disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they: -

- ✓ Have significant problems that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers.
- ✓ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ✓ Need different or additional educational provision to that generally provided for his/her peers.

3. Rationale

Holmes Chapel Comprehensive School (HCCS) are committed to ensuring full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum. We will:-

- ✓ Maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those pupils who have special educational needs and or disability.
- ✓ Provide a safe environment in which all students can thrive and develop into independent and resilient learners.
- ✓ Prepare our students for life beyond school to enable them to become confident and responsible citizens.
- ✓ Educate students with SEND, wherever possible, alongside their peers in the classroom in a differentiated curriculum that provides appropriate, challenging learning opportunities for all students in line with fully inclusive classroom practice.

4. Purpose

Through the effective implementation of this policy, Holmes Chapel Comprehensive School will ensure that;

- ✓ Students with SEND are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways.
- ✓ Staff have appropriate training which ensures that the provision for students with SEND appropriately matches their needs and that they make at least good progress in their learning.
- ✓ SEND students will have their needs met and will have an equal opportunity to progress academically, socially and emotionally.
- ✓ Students with SEND have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- ✓ We develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of students with SEND.

5. Guidelines

HCCS operates an equal opportunities policy in which children with Special Educational Needs and/or Disability have the same rights as all other pupils.

As part of our inclusive ethos and working practice we will:-

- ✓ Identify and provide for pupils with SEND to ensure that their needs are identified and met as early as possible using a standard approach and methodology across the whole school
- ✓ Provide support and advice for all staff working with students with SEND, to ensure that every member of staff is aware of a student's specific needs and how best to support them.
- ✓ Ensure all students have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
- ✓ Endeavour to achieve maximum inclusion of all children so far as is reasonably compatible with the child receiving the SEND provision that they require.
- ✓ Create and utilise appropriate provision for pupils with SEND to best match the nature of their individual needs whilst retaining an inclusive focus as far as reasonably possible.
- ✓ Differentiate the curriculum and teaching styles to meet the needs of individual pupils.
- ✓ Encourage an open and continual dialogue amongst students, staff, parents and other relevant professionals in order to achieve the best possible outcome for individual pupils.
- ✓ Ensure a person centred approach to provision for students with SEND, with the student and their parents at the heart of decision making (*SEND code of practise, 2014*)

6. Roles and Responsibilities

The Special Educational Needs and Disability Coordinator (SENDCo)

- works with the school leadership team to determine the strategic development of the SEND policy and provision.
- takes overall responsibility for managing operational matters within SEND provision.
- is accountable for raising levels of achievement and rates of progress of pupils with SEND.
- is responsible for monitoring the implementation of the SEND policy across the school to ensure that it is embedded.
- works with relevant external agencies and services to ensure that appropriate advice and provision is sought and provided to students with SEND
- is responsible for the quality assurance of learning support

The Learning Support team

- acts under the guidance of the SENCO to deliver support to students with SEND so that they make progress socially, emotionally and academically.

All teachers and staff

- receive a full induction on appointment to the school to outline their roles and responsibilities in supporting students with SEND
- are responsible for delivering high quality learning which takes into account the specific needs of children with SEND

Appendix 1

Categorising Special Educational Needs and/or Disability

Students with Special educational needs and or disability will be categorised under one of the four following areas of need;

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

We will take a graduated approach to identifying students with SEND in line with the SEND code of practice (2014). The level of the support that students with SEND require is denoted by the following categories;

- **In School provision** – These students do not have a Special Educational Need and/or disability. These students have an additional need that requires a level of understanding from staff so that their needs are met through effective quality first differentiated teaching strategies. These students do not necessarily have any direct input from Learning Support. Should a student in this category fail to make adequate progress, the decision might be made to escalate their level of support up to 'SEND support'.
- **SEND Support** – These are students who have Special Educational Needs and/or disability. These students receive provision which goes above and beyond the mainstream provision. SEND Support students do not have a specific funding stream designated specifically to support their needs. A proportion of the SEND budget is allocated to support these students to become the best that they can be.
- **EHCP** (Education and Health Care Plans) – Students with an EHCP have complex Special Educational Needs and/or disability. These students receive a designated funding allocation to support them in school and to provide additional educational provision which goes above and beyond mainstream provision.

The National Key Performance Indicators reported through Raise Online is limited to students in the **SEND Support** and **EHCP** categories. Progress and attainment of students receiving In School Provision is not reported through Raise Online.

Appendix 2

Provision for students with SEND

Provisions for students with SEND are additional to or different from the mainstream curriculum in a variety of ways and may be implemented by provisions such as, but not exclusively:-

- ✓ Differentiated learning materials or specialist equipment.
- ✓ Teaching Assistant support within classes.
- ✓ Homework and specialist support sessions.
- ✓ Specialist Mentors / Key workers.
- ✓ Specialist teaching/support from outside agencies.
- ✓ Withdrawal for individual/small group work.
- ✓ Delivering appropriate reading and spelling programs.
- ✓ Behaviour, Emotional and Social skills support programs.
- ✓ SEND strategy sheets tailored to each students specific needs
- ✓ School Focused Plans for students categorised under SEND support or who have an EHCP or a Statement

Appendix 3

Role of the SENCo

The key responsibilities of the SENCo include:-

- ✓ Overseeing the day-to-day implementation of the SEND policy.
- ✓ Financial management of the SEND budget
- ✓ The leadership and management of the Learning Support team.
- ✓ Liaising with and advising staff to ensure they are fully informed regarding the Special Educational Needs and Disability of students.
- ✓ Maintaining the records on all pupils with SEND and the SEND register.
- ✓ Liaising sensitively with parents/carers of pupils with SEND, keeping them informed of progress and taking into account their views.
- ✓ Ensuring that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of the students.
- ✓ Map provision for pupils with SEND to ensure that staffing deployment, resource allocation and choice of intervention is appropriate in securing progress and attainment
- ✓ Monitor, Evaluate and Review strategies in place for students to ensure that they remain relevant and fit for purpose
- ✓ Ensure a high level of staff expertise to meet pupil need, through well targeted CPD
- ✓ Work in cooperative and productive partnership with the Local Authority and other outside agencies, ensuring that there is a multi-professional approach to meeting the needs of pupils with SEND.
- ✓ Ensure that the admissions policy and process for students with SEND is followed and adhered to.
- ✓ Collaborate in ensuring effective transition arrangements and transfer of information for Year 6 pupils with SEND.
- ✓ Monitoring the school's system for ensuring that Strategy sheets and School Focused Plans have a high profile in the classroom and with pupils.
- ✓ Analyse and interpret progress and attainment data as a means to ensure that students with SEND are performing at least as well as they should.
- ✓ Work as a collaborative member of the Learning Intervention Team (LIT) to target underperformance across the school, by providing effective and timely intervention programmes to where they are most needed.
- ✓ To contribute to the effective identification of students with SEND (See appendix)

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Approved by the Governing Body: 1st July 2019

Signature: *Christina M. Burgess*

Name: Mrs C Burgess Chair of Governors

Date: 1st July 2019

To be reviewed in 3 years

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