

SEND policy

Approved by: Full Governing Body **Date:** Pending

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by:**

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1. Introduction

- 1.1. This Special Educational Needs and Disability Policy complies with the statutory requirements laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and has been written with reference to the Code and the following guidance and documents:
- [Equality Act 2010: advice for schools DfE February 2013](#)
 - [The Special Educational Needs and Disability Regulations 2014](#),
 - [Statutory Guidance on Supporting students with medical conditions at school December 2015](#)
 - [Teachers Standards 2011 \(updated 2021\)](#)
 - [Part 3 of the Children and Families Act 2014](#),
 - Safeguarding Policy
 - Accessibility Plan
- 1.2. This policy should be read in conjunction with our SEND Information Report and Sandwell Council's Local Offer and we recommend parents of students with special educational needs read the guidance provided by the [DFE: Special Educational Needs: A Guide for Parents and Carers](#).
Details regarding the Local Offer can be found at: www.sandwell.gov.uk/send

2. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disability (SEND) to ensure that they receive the appropriate support necessary to enable them to gain the maximum benefit from their time at the school.
 - Explain the roles and responsibilities of everyone involved in providing for students with SEND
- 2.1. We aim to challenge all students, including those with special educational needs, to achieve more than they first think possible. Therefore, we ensure all students have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.
- 2.2. We aim to:
- raise the aspirations of and expectations for all students with special educational needs;
 - enable students with special educational needs to achieve their full potential;
 - close the gap in attainment and progress between those students with special educational needs and those students without special educational needs;
 - support all students with special educational needs so that they can become confident individuals and make successful transitions to new school placements or into adulthood, further education or training and employment.
- 2.3. To achieve our aims we:
- identify and provide support and challenge for students who have special educational and additional needs;

- **assess** individual students' needs, **plan** for them, **do** and **review** their progress regularly;
- retain our high expectations and provide quality teaching;
- respond to individual needs by listening to students with special educational needs and their parents;
- ensure that resources are deployed efficiently to meet the needs of our students with special educational needs;
- work within the guidance provided in the SEND Code of Practice, July 2014 – updated May 2015;
- provide a qualified SENCO (SENCO) and team of experienced support staff;
- train, and provide guidance and advice for, all staff working with students with special educational needs.

- 2.4. All the teachers in the school are teachers of children with special education needs. As such we adopt an inclusive and 'whole school approach' to special education needs which involves all members of staff adhering to our models of good practice. We are committed to identifying and providing for the needs of all of our students.
- 2.5. The school operates an equal opportunities policy for all students. This ensures students with special educational needs are afforded the same rights as other students. This includes all students registered on the SEND Code of Practice, those with Education, Health and Care Plans and those who experience other learning needs.

3. Roles and responsibilities

3.1 The school SENCO

The SENCO is Mrs Sarah Clarkson

Contact Details: sclarkson@sandwellcs.org.uk Tel : 0121 533 5802

The SENCO will:

- 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, 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
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board 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

3.2 The SEND Governor

The SEND Governor will:

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

3.3 The Headteacher

The Headteacher is

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class. Ensuring students' needs are met through quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4. Identifying Special Educational Needs and Disability (SEND)

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

4.1. Students' special educational needs at Sandwell Community School are generally thought of in the following four broad areas of need and support defined in the SEND Code of Practice:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical difficulties.

4.2. We recognise there are other issues that may impact on an individual student's progress and attainment but these may not necessarily be considered special educational needs:

- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Being in receipt of pupil premium grant;
- Being a looked after child;

4.3. A student's behaviour may be an underlying response to a need but is no longer defined in the SEND Code of Practice as a discrete need. We recognise these traits, and based on our knowledge of individual students, we plan to modify patterns of behaviour by ensuring other learning needs are met and identified students are able to access and benefit from interventions led by our wider Student Support Team.

4.4. We will assess each student's current skills and levels of attainment on entry as well as using records from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- 4.5 Due to the nature of Sandwell Community School some students may join the school when the process of assessing need has already been started in their previous school. We will work with the school to ensure that all relevant information is handed over to ensure continuity of support.

5. Access to the curriculum

- 5.1. All students have the entitlement to a broad, balanced and relevant curriculum. At Sandwell Community School we believe that all students with special educational needs should be taught wherever possible in class by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, understanding and skills. However, where access to the curriculum is impaired by a special educational need, students may be withdrawn as a part of an intervention strategy such as intensive literacy, numeracy programmes, reading and/or spelling recovery
- 5.2. Where students have special educational needs, a graduated response is adopted. The school, in other than exceptional cases, makes full use of classroom and school resources before drawing on external support.
- 5.3. The school makes provision for students with special educational needs to match the nature of their individual needs. This may include
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 5.4 We have a team of support staff who are trained to deliver our interventions. By the nature of our provision students are already taught in much smaller groups than in a mainstream school. Groups regularly have support staff in lessons and students have frequent access to individual sessions to address identified needs
- 5.5 We work with the following agencies to provide support for students with SEND:
- Inclusion Support
 - DECCA
 - School Health Advisor
 - Educational Psychology
 - Speech and Language
 - SENDIASS
 - Connexions
 - Early Help Team
 - Youth Offending Team
 - Counselling Service
 - Virtual School for Looked After Children
 - Multi Systemic Therapy Team
 - Sandwell Children's Services

6. Staff development

- 6.1 Training for teaching students with special educational needs is considered essential. In-service training needs related to special educational needs are identified by the SENCO and the Senior Leadership Team in consultation with staff.
- 6.2 Training is delivered by external agencies as well as by individuals from within the school. Training may take the form of general SEND updates or training on specific issues related to an individual student's needs. This may include training in specific learning difficulties, general learning difficulties, autism, hearing impairment, visual impairment and sensory support, disability awareness, first aid, literacy/numeracy interventions, safeguarding, anger management, speech and language and managing challenging behaviour.

7 Consulting and involving students and parents

- 7.1 The school actively seeks the involvement of all parents in the education of their children. It is recognised that this is particularly important for students who have special educational needs, where the support and encouragement of parents is often the crucial factor in achieving success.
- 7.2 Parents are always kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice.
- 7.3 Parents are fully consulted before the involvement of external agencies with their children, and are invited to attend any formal review meetings at all stages
- 7.4 Additionally, the progress of students with an Education, Health and Care Plan is formally reviewed annually, as required by legislation.

8 Supporting students moving between phases/schools

- 8.1 We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. We will support parents and students through these moves by working together to look at individualized plans for each student, these may include
 - Meetings in school
 - Arranging visits to other providers
 - Links with outside support agencies – for example SENDIASS which can be contacted by following the link [SENDIASS](#) or telephoning 0121 289 2566
 - Work with Connexions

9 Supporting students with medical conditions

- 9.1 The school supports students with medical conditions and ensures that they have full access to education, including physical education and school trips. Some children with medical conditions may be registered as disabled and where this is the case the school complies with its duties under the Equality Act 2010.

- 9.2 Some students with medical conditions may also have special educational needs and may have an Education, Health and Care Plan that brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice 2014 is followed.

10 Evaluating the effectiveness of SEND provision

- 10.1 In line with their Terms of Reference, the Full Governors Governing Body is responsible for reviewing our Special Educational Needs Policy and its impact every three years.
- 10.2 The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work and we routinely look for the following evidence: We evaluate the effectiveness of provision for students with SEND by:
- Reviewing students' individual progress towards their goals each term
 - Reviewing the impact of interventions after an agreed number of weeks
 - Using student/parent questionnaires
 - Monitoring by the SENCO
 - Using provision maps to measure progress
 - Holding annual reviews for students with EHC plans
 - Regular observation of class teachers by members of the Leadership Team.

11 Bullying

- 11.1 Support for vulnerable students, including those with special educational needs, is defined within our Anti-Bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all students are able to fulfil their potential. Bullying is always dealt with seriously. By challenging bullying effectively, we improve the safety, happiness and performance of our students.
- 11.2 To educate students around issues such as bullying, their health and well-being, and other social, moral, spiritual and cultural aspects of learning we deliver discrete timetabled sessions as well as students being able to access our extensive mentoring programme.

12 Dealing with complaints

- 12.1 Where a concern exists, students or their parents should raise it with our SENCO in the first instance. If she is unable to resolve it satisfactorily, it should be referred to the school headteacher
- 12.2 If the headteacher is unable to resolve the concern, students or their parents should follow our Complaints Procedure which can be found on the school's website.
- 12.3 As a school we signpost SENDIASS as an independent and free advice which works on behalf of parents and students.
Further information can be found by following the link [SENDIASS](#) or telephoning 0121 289 2566

Ratification

Signed:

Head Teacher

Date:

Signed:

Chair of Governors

Date: