

The Whitby Secondary Partnership

Policy for Special Educational Needs and Disabilities (SEND)

Aims:

To develop as a vibrant, dynamic community committed to the principles of "Every Child Matters" so that all of our students

- are safe and healthy
- enjoy and achieve
- make a positive contribution
- experience success so that they are equipped to make their way in the world of work.

Document Status	
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Next Review	May 2022
Signed (Chair of Governors)	<i>Pen Cruz</i>

Abbreviations used

IES	Inclusive Education Service
CoP	Code of Practice
EP	Educational Psychologist
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator
ASENDCo	Assistant Special Educational Needs and/or Disabilities Coordinator
TA	Teaching Assistant
LSA	Learning Support Assistant
TMPS	Targeted Mainstream Provision School
MES	Medical Education Service
IM	Inclusion Manager

Objectives of the policy

1. To identify support needs as early as possible through a flexible and responsive system of referral and assessment.
2. To provide a range of sensitive and effective responses to a student's individual needs, not their SEND label.
3. To maintain an effective system of monitoring and record keeping.
4. To maximise access to a wide and varied curriculum and facilitate a differentiated curriculum to help meet individual needs and ability.
5. To ensure that all students with SEND are fully included in all aspects of school life and are consequently an active part of the whole school community.
6. To secure links with parents as partners to allow them access to information and to encourage their participation in the decision making process.
7. To initiate and facilitate staff development concerned with SEND issues.
8. To foster and maintain links with outside agencies and educational support services.
9. To respect and respond to the student's perspective of their support requirements, working collaboratively towards aspirational outcomes building upon their strengths and interests.
10. To use a Graduated Approach to ensure high aspirations and outcomes for all students with SEND.

Philosophy

The WSP believes that:

- All students are equally valued and the school has high aspirations for all
- All students are the shared responsibility of all staff
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for students with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of students with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Students will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs and/or a Disability (SEND) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age or
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

The Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – disability alone does not constitute SEN. Special educational provision means educational provision, which is **additional to, or different from,** the provision made generally for children of the same age in a mainstream school. (CoP 2015)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these students are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteachers and Governing Body have the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The Schools' Inclusion Manager/SENDCo) is responsible for:-

- The day to day operation of the SEND Policy
- Liaising with and advising fellow teachers
- Co-ordinating provision for students with SEND
- Deploying, liaising with and overseeing the work of TA's/LSA's within the schools
- Overseeing the records of students with support needs and maintaining the schools' SEND register
- Liaising with the parents/guardians of students with support needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Liaising with the link governor for SEND
- Ensuring that statutory obligations with regard to SEND are met

Whole School Approaches

'All teachers are teachers of children with SEND' (SEND CoP 2015)

- All staff contribute to the completion of whole school provision and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between subject teachers, TAs, LSA's the SENDCo and / or ASENDCo, parents and students to ensure good progress
- All staff have appropriate access to up to date information about students with additional needs
- The SENDCo and ASENDCo offers advice on differentiation to all staff
- Students are supported alongside their peers whenever possible
- All students are encouraged to join in extra-curricular activities
- All students have individualised targets
- The training budget for staff is transparent, all staff can request training related to SEND
- Provision for students with SEND is reflected throughout the schools' self-evaluation
- The complaints procedure is transparent and easily available to parents on the schools' website or via the office
- Good access arrangements are made so that all students can demonstrate their full potential in tests and exams
- The 'SEND information report*' is informed by the local authority's local offer. This is published on the schools' websites as part of the governors' SEND information. The report outlines the support and provision parents can expect to receive for their child at the schools. The report is reviewed annually.
- The SEND Policy is published on the schools' websites and is also available via the schools' office.

Individualised approaches

Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated

- Additional help will be sought appropriately from EPs and the IES etc as appropriate and required. Contact details can be obtained from the SENDCo and ASENDCo.
- Some students will have individual education plans, risk assessments or health care plans, some students may be allocated a key worker.

- Person-centred reviews will be held regularly with families, considering acceptable meeting times. These meetings may take place in person or over the phone. The parents and student will be respectfully listened to and their views will inform personalised learning pathways.
- TAs/LSA's will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The IM/SENCo will be appropriately qualified and have the skills required to meet statutory duties. The current IM at Eskdale holds the National Award for Special Educational Needs Coordination and also a Post Graduate Certificate in Vulnerable Learners and Inclusion.
- Designated finances will be used appropriately to meet needs without reducing independence
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The schools will follow the latest statutory guidance, currently the CoP 2015.

Monitoring and evaluating performance

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and student interviews to evaluate the effectiveness of the strategies listed on individual education plans
- Annual financial returns
- Completion of statutory functions by the SENDCo / ASENDCo related to referral for education health and care plans, termly meetings, annual reviews and additional funding packages.
- Work scrutiny with selected student groups
- Focused monitoring by the IM, LA adviser, SEND governor, SENCo
- Detailed discussions with families and students
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the schools

The governing body evaluate the work of the schools by

- Appointing a link SEND governor who is a champion for students with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in both schools with a focus on SEND
- Meeting with parents and students
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the schools to account for its use of SEND funding

****SEN information report***

The governing bodies of maintained Federations and maintained nursery WSPs and the proprietors of academy WSPs must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must relate to provision set out in the local offer.

SEND Code of Practice, 2015: 6.79