

# **CLAVERHAM COMMUNITY COLLEGE**



## **SEND Policy**

**March 2016**

Approved:

M.Whitehead – Chair of Governors'

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## **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means, for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by ESCS, other than special schools, in the area.

## Introduction

- Outstanding teaching and learning are central to the ethos at Claverham Community College.
- We aim to raise levels of attainment by enabling every pupil to achieve their potential.
- We value the contribution that every individual can make to the College, regardless of ability or background.
- We have the highest expectations of all within a caring and supportive environment.

This SEND policy details how we ensure that the needs of all our pupils with Special Educational Needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs and Disability Code of Practice 2014.

The SEND policy should be read alongside the following other policies:

- Equality Policy;
- Medical Health Care Policy;
- Accessibility Plan;
- Health and Safety Policy;
- Medicines in School Policy;
- Behaviour Policy.

## Principles

- We value all children in our school equally.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- We believe that **all** teachers are teachers of pupils with SEND and differentiate according to the needs of the children in their care.
- Parent or carer involvement and support is vital to the success of the education of children and especially those with SEND.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

## Aims

- To ensure that every child has access to a broad and balanced education that is differentiated to meet their individual needs and abilities.
- To ensure that pupils with SEND are fully integrated into the life of the College and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring that all contribute to the social and cultural activities of the school.

- To promote independence, equality and consideration for others.
- To ensure that we celebrate the wide range of our pupils' achievement.
- To support all pupils to excel by offering appropriate pathways for progression.
- To ensure that we equip pupils with the skills and attributes necessary for adult life.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure that we take the views of the pupil into account when planning and evaluating their SEND provision.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through high quality teaching and effective additional support.

## **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and primary schools prior to the child's entry into the College. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENCO, Deputy SENCO and Deputy Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupil needs are catered for.
- Work with parents to gain a better understanding of their child. To listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Involve parents appropriately in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Claverham Community College receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS) and other relevant outside agencies.
- Create an environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.
- Parents are encouraged to discuss any issues and concerns in the first instance with the relevant Head of House who will liaise with the SENCO. This is to ensure all information about a pupil is coordinated through one person.

This policy will contribute to achieving these aims and objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

## **Responsibility for SEND Provision**

- The person responsible for overseeing the provision for children with SEND is Mr P Swatton, Principal.
- The person co-ordinating the day to day provision of education for students with SEND is Mrs D Roberts, Special Educational Needs Co-ordinator, overseen by Mr D Carney, Deputy Principal.

## **Arrangements for coordinating SEN provision**

The SENCo will hold details of all SEN Support records such as the SEN Register, Individual Provision Plans and pupil profiles or 'pen portraits'.

All staff can access the following documents:

- The Claverham Community College SEN Policy
- A copy of the SEN Register
- Guidance on identification of SEN in the Code of Practice.
- Information on individual students' special educational needs including pupil profiles and pen pictures where applicable
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the College's SEND provision.

## **Admissions**

- Admission to the College is made in line with ESCC policy and procedures.
- Further information or guidance is available from the College by contacting the P.A. to the Principal.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

Pupils with statements or EHC plans are admitted into the College and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## Identification, assessment and review

### Identification and assessment arrangements

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- 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.

A range of qualitative and quantitative data is used to support identification including:

- Key Stage 2 data;
- Reading age tests;
- Cognitive Ability Tests;
- Subject assessment tests.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from Teaching Assistants or specialist staff. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

- Through the above actions it can be determined which level of provision the pupil will need.

- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed appropriately of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the College's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

Special Educational Needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Where necessary the College may also enlist the identification tools of other professionals, for example Educational Psychologist, Speech Therapist and CAMHS.

### **Identification during Transition**

A member of the College Leadership Team has responsibility for primary liaison.

Members of the College Leadership Team, the SENCo and other appropriate members of staff visit 'feeder' primary schools to meet with Y6 pupils and their teachers during the Spring Term prior to admission. This gives the opportunity for the gathering of information concerning the individual needs of pupils with SEND and the support they have been receiving.

The SEN team visit our main 'feeder' primary schools where there are pupils on School Based Plans and above.

All vulnerable pupils are invited to Claverham during Term 4 as part of an enhanced transition to the College.

On admission, pupils sit a CAT test together with tests in reading, spelling and mathematics. These tests are used for setting purposes and identification of SEND. Data from Key Stage 2 tests and assessments are also used. Statistics relevant to target-setting are produced by the Deputy Principal (School Improvement). Pupils with SEND are also monitored as a separate "vulnerable group" against baseline data.

The Special Educational Needs Department will carry out additional testing as appropriate.

Reports from the Educational Psychologist, the Learning Support Service, East Sussex Behaviour and Attendance Service and other appropriate external agencies add to the information available.

If further assessment is required we use the ESCS SEND Matrix to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child. We readily use outside agencies to inform further action. Pupils who transfer into the College outside of the normal transition process are tested in line with the strategies above to establish any SEND and to ascertain the most appropriate grouping for their ability.

### **Examination Access Arrangements**

Pupils are regularly tested to ascertain rates of progress and levels of attainment across the whole curriculum. Pupils who are in need of Access Arrangements are usually identified through this regular testing procedure. Identified pupils are then further tested to ascertain their level of need and requirements with regard to accessing examinations.

Access arrangements will be applied for through the Examinations office.

Access Arrangements may take one of the following forms, dependent on the level of need:

- Additional time in examinations.
- A reader.
- A scribe / use of laptop
- A combination of the above arrangements.

Qualification for Access Arrangements for public examinations lasts for a period of two years. Pupils will usually be tested and identified by the end of Year 9. This is to ensure that the access arrangements become a part of their regular working practice. Exceptions to this might be where a pupil is new to the College or an emergency situation brought about by a change in level of need.

## **SEND Support**

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

In identifying a child as needing School Based Plan the subject teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. As acknowledged previously, this should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involve they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

When it is decided to provide a pupil with SEND support, parents/carers will be informed.

Planning will involve consultation between the teacher, tutor, Head of House, SENCo and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

In order to plan support at an appropriate level a pupil may be placed into one of the following SEND categories:

- **SEND Concern**
  - If a teacher identifies a child who may have SEND it may be necessary to put in extra provision to support the child. A pupil will be placed on the SEND register at SEND Concern level if they require support which is additional to and different from the differentiated curriculum in place for all pupils.
  - Individual Provision Plans are prepared to support any child identified with Special Educational Needs at SEND Concern level or above. The IPP should contain the provision put in place for that child which is additional to and different from the differentiated curriculum in place for all pupils.
  - School Based Plans are implemented if strategies provided at SEND Concern level are not enabling the pupil to access the curriculum. In this case it may be necessary to consult with outside agencies to put more specialised or personalised provision in place. Where pupils need further SEND support the SENCo will liaise with teachers, parents/carer and set targets and strategies. These are shared with the child and parents/carers at a meeting, if appropriate, and written into in a School Based plan.

- The School Based Plan should contain:
  - The short-term targets set for the child.
  - The teaching strategies to be used.
  - The provision to be put in place.
  - The expected outcome of the action to be taken.

The School Based Plan should record targets that are additional to or different from the differentiated curriculum that is already in place for all children.

The targets should be:-

- Short and to the point.
  - Ideally no more than three or four in number.
  - Related to the key areas of communication, literacy, numeracy, behaviour and social skills.
  - Reviewed at least termly.
- The School Based Plan is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

- **Education, Health and Care Plan:**

- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an Educational and Healthcare Plan (EHC plan) may be necessary. We use Local Authority guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an EHC Plan may be issued by the Local Authority.

## **Do**

The tutor, Head of House and subject teachers remain responsible for working with the pupil on a daily basis; this may involve support from a teaching assistant. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviewing pupil progress will be made in line with the College Assessment and Reporting arrangements as well as at other times if appropriate or necessary. All pupils are continually assessed with reports being issued to parents approximately every ten weeks. Each pupil will receive a full profile report annually, covering all areas of the curriculum. Pupils contribute to this profile through self-assessment in each subject.

The review process will evaluate the impact and quality of the support and interventions.

- Reviewing procedures form part of the monitoring and evaluation arrangements, they include teaching staff, external professionals, pupils and parents as appropriate.
- The purpose of the review is to consider the effectiveness of the provision and the action used to conduct it, in meeting the specific targets set, and therefore meeting the child's needs.

The review process has a choice of three outcome decisions, as follows:-

- The child has made good progress towards targets set, and no longer requires the same level of intervention.
- The child has made fair progress towards targets set, but some concerns remain, in which case the meeting may choose to continue with the same IPP, or consider modifications to the IPP for a further period before reviewing again.
- The child has not made the progress hoped for towards the targets set, and significant concerns remain, in which case the meeting may agree further action.

The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

### **Support for Pupils with Social, Emotional and Mental Health (SEMH) difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

### **Support for Pupils with Medical Conditions**

Claverham Community College recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The College provides all pupils with any medical condition the same opportunities as others at school.

We will help to ensure that all pupils can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution to our community

- achieve economic wellbeing

Our aim is for all staff to understand the medical conditions that affect pupils at this school and to make all staff feel confident in knowing what to do in an emergency.

The College understands that certain medical conditions are serious and potentially life threatening, particularly if poorly managed or misunderstood.

The College understands the importance of medication and care being taken as directed by healthcare professionals and parents.

The College undertakes to try to ensure that all staff understand their duty of care to children and young people in the event of an emergency.

Staff at the College receive training on the impact medical conditions can have on pupils. This is done on a rotational basis, working through the most common conditions experienced in schools.

Please see the College Medical Health Care Policy for further details of the support provided by the College for pupils with medical conditions.

## **Referral for an Education, Health and Care Plan**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the College but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting involving parents, SENCo and Head of House, if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Education professionals e.g. Education Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

## **Education, Health and Care Plans (EHC Plans)**

Following Statutory Assessment, an EHC Plan will be provided by East Sussex County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff at the College and parents/carers will be involved developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **Inclusion**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and challenging targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

## **Curriculum Entitlement**

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objectives of the National Literacy strategy and National Numeracy strategy.
- Pupils with SEND are be given access to the curriculum with the support of specialist SEND provision provided by the College as is necessary, as far as possible, taking into account the wishes of parents and the needs of the individual.
- All information gained is used to support planning in order to aid progress.
- The College setting policy across the curriculum ensures that lower ability sets enjoy a much higher teacher to pupil ratio. In most of these sets a teaching assistant will also be present.

The SENCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the Special Educational Needs of any pupils including sharing progress reports, medical reports and teacher feedback.

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where possible and where it is felt that pupils would benefit from this provision.
- The monitoring of the setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## Specialisms and Wave 3 Interventions

The College has experience in supporting children with a variety of needs; this is carried out using a number of strategies:

- Support from a specialist teacher of dyslexia.
- Four LSA's who have an accredited dyslexia qualification.
- Two LSA's who have an accredited speech and language qualification.
- One LSA who is primary specialists.
- One LSA who is experienced with ASD pupils.
- A year 7 transition group to provide a high degree of support for our most vulnerable pupils.
- Differentiated reading programmes.
- 'Lexia' programme for supporting pupils with literacy or Dyslexia needs.
- 3 small intervention rooms.
- Before school support for ASD pupils
- Break time support for ASD pupils.
- Lunch club for vulnerable pupils.
- Small group and 1:1 provision for social skills, dyslexia, speech, language and numeracy.

## Resources

- The provision of additional support is made as appropriate from the delegated SEND budget.
- We develop our resources to support children with SEND in line with priorities stated in the College Improvement Plan.
- We have a developing resource base of books, equipment and materials available for children with SEND. Various technological aids are also available to use when necessary.
- Some additional funding has been obtained from ESCS. This has enabled us to improve our access arrangements for SEND pupils. This is an ongoing strategy and will be extended as funding allows.
- For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the Local Authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this additional funding.
- A number of SEND students may also receive intervention funded by the Pupil Premium allocation depending on the nature of the programme(s) offered.

- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, Health and Social Service departments, and the LEA.

Please also refer to the College Accessibility Plan and Audit for all current adaptations and future plans.

## **Storing and Managing Information**

Information relating to students and their SEND is securely stored either within the SENCo's office or in the main office. All electronic information relating to students is securely stored using password protection. Files and documents are securely backed up using password protected devices. All information is stored in line with the College's Data Protection Policy.

## **Roles and Responsibilities**

### **The Role of the Governing Body**

The Governing Body should:

- Ensure that provision is made for pupils who have SEND;
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them;
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND;
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- A report to parents is included within the school prospectus, and a full copy of our SEND policy is available on request;
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of the decision of any extra provision being made for their child;
- Consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child;
- Review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting;
- Appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENCO and conduct visits to the school on a planned programme.

The quality of SEND provision is continually monitored, evaluated and reviewed; Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

## **The Role of the Principal**

The Principal should:

- manage all aspects of the College's work, including provision for pupils with SEND;
- keep the governing body fully informed;
- work closely with the College's SENCo;
- seek out and share best practice.

## **Co-ordination of SEND Provision and Responsibilities**

### **The Special Educational Needs Co-ordinator (SENCo)**

The SENCo for the College is Mrs D Roberts.

The SENCo, in conjunction with the Assistant SENCo, is responsible for:

- working in collaboration with the Principal, governors and staff to develop a clear strategic direction for SEND;
- overseeing the day-to-day operation of the SEND policy;
- co-ordinating and developing high quality provision to meet the needs of pupils with SEND;
- working in partnership with parents/carers of pupils with SEND to develop and review effective support for their child;
- working with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- ensuring liaison with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented;
- liaising with other schools to ensure that pupils make smooth transitions between school placements;
- liaison with the relevant Designated Teacher where a looked after pupil has SEND
- working with the Principal and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements;
- promoting the inclusion of pupils with SEND in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities;
- ensuring that the records of pupils with SEND are maintained and kept up to date;
- supporting and advising teachers about differentiated teaching methods appropriate for individual pupils with special educational needs;
- ensuring there is liaison with parents and other professionals in respect of children with SEND;
- coordinating the effective deployment learning support assistants, providing support and training as needed advising and supporting other practitioners in the school;
- line managing the team of teaching assistants;
- contributing to the in-service professional development of staff in relation to SEND;
- ensuring that appropriate Individual Provision Plans are in place, that relevant background information about children with SEND is collected, recorded and updated.

## **Heads of Department**

It is the responsibility of Heads of Department to make their staff aware of pupils with SEND in their classes and to ensure the delivery, by their staff, of an appropriate and adequately differentiated curriculum, adapted according to the needs of the pupils.

They should ensure appropriate allocation of resources for Special Educational Needs and make requests to SENCo or Line Manager regarding support, timetabling and staffing.

It is the responsibility of the Head of Department to ensure SEN information is distributed to relevant staff and to oversee the organisation of the extra provision.

Heads of Department are responsible for the tracking and monitoring of all pupils within their subject area. They are also accountable for the implementation of appropriate intervention strategies for pupils who are underachieving. For pupils identified as having SEND the planning and implementation of these strategies may require support from the SENCo and the SEND department.

## **Subject teachers**

Subject teachers should provide Quality First Teaching for all the pupils in their class to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate. They are accountable for the progress of all their pupils, including those who receive additional support from teaching assistants and specialist teachers.

It is the responsibility of subject teachers to be aware of pupils with special needs in their classes and to provide sufficient differentiation of tasks and materials to accommodate the needs of all the pupils in the class.

They should also work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND.

Pupils who give cause for concern should be identified and referred to the SENCo and Head of House.

## **Heads of House**

It is the responsibility of Heads of House in consultation with the SENCO to initiate Provision for pupils with Social, Emotional and Mental Health issues and to oversee their implementation, allocate support and initiate strategies according to the needs of the pupil. Heads of House will regularly monitor and assess these provisions. It will be the Head of House who will liaise with the parent/carer and outside agencies as deemed appropriate.

Heads of House are also accountable for the tracking and monitoring of pupil achievement on a holistic level and for pupil attendance. When planning the implementation of appropriate intervention strategies for pupils identified as having SEND support may be required from the SENCo and the SEND department.

## **Form Tutors**

It is the responsibility of Form Tutors to identify concerns through daily contact with the pupils. Tutors also have direct and indirect contact with parents through the school diary. When a need is identified, the tutor will investigate further pastoral care and support through the Heads of House, who will liaise with SENCO, parents and outside agencies as deemed appropriate.

## **Learning Support Assistants**

The primary responsibility of the learning support assistants is to directly support pupils who have been identified as having Special Educational Needs. The specific responsibilities will vary according to the individual needs of the pupil. The LSA's will assist pupils with various learning strategies, study skills and homework assignments. The LSA's will maintain consistent records which would indicate the work carried out and the progress made by the pupil including monitoring their extra provision.

## **Staffing Policies and Partnership with External Agencies**

### **Professional Development for Staff**

We aim to keep all College staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The College seeks the support of the Educational Psychology Service, Speech Therapy Service and College Central (the Local Authority Pupil Referral Unit) when a need for specialist training is identified. The SEND Department and Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCo attends relevant SEND courses and facilitates or signposts relevant SEND focused external training opportunities for all staff. All learning support assistants are offered training opportunities through a range of local agencies working with specific students at the College.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

We have regular staff meetings and inclusion meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff are kept up to date with information and legislation.

There is an induction procedure for NQT's and new staff into the College's policy and procedures for SEND.

### **Links with other Agencies**

- Advice and support from outside agencies is available if requested by the College.
- We have links with various voluntary agencies that the College can contact and is available as a support for parents, if applicable.

- We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. ESCS SEND support services, Health Services, Social Services, etc.
- The College is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, curriculum workshops and informal meetings.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.
- We work on a regular basis with the following agencies and organisations:

Learning Support Service	River House Bell Lane Uckfield, TN22 1AX
Secondary Pupil Referral Unit	College Central 2 Tile Barn Road St Leonards On Sea, TN38 9QU
Educational Psychology Service	Oceans House 87 – 89 London Road ST Leonards on Sea, TN37 6DH
Ethnic Minority Pupil Service & Traveller & English as an Additional Language (TEALS)	Marshlands CP School Marshfoot Lane Hailsham, BN27 2PH
Children Looked After	Adrian Money Virtual School
CAMHS (Child & Adolescent Mental Health Service)	Mr John Doe Eversfield Hospital West Hill Road St Leonards On Sea, TN38 0NG
COPES	Action in Rural Sussex 212 High St Lewes BN7 2NH

These agencies can be involved with any pupil who moves to a School Based Plan with the support of appropriate documentation.

Emergency support is available if needed.

Access to these agencies would be facilitated by clear delineation of their areas of responsibility together with their level and type of support.

## **Partnership with Parents**

Claverham Community College believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are always considered and valued.
- The SENCo provides support to teaching staff throughout the process and will attend parental meetings upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.
- The SENCo may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision.
- Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents, schools, ESCS and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

## **Pupil Participation**

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability. We positively discriminate and ensure that SEND pupils are represented on the School Council
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their school based plans and EHC Plans, discussing their choices, assessment of needs and in the review procedures.

## **Transfer Arrangements**

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

- The teacher-in-charge of Careers, the SENCo and the Careers Advisor are in close liaison in order to facilitate the transfer to colleges of Further Education and/or employment.
- Pupils with a statement of Special Educational Needs or EHC Plans have an initial careers interview in Year 9 as part of the Transition Plan.
- Other pupils with Special Educational Needs have the option to attend an individual careers interview during Year 10.
- The school actively supports the re-integration of pupils from special schools or Pupil Referral Units.
- The SENCo liaises with primary school SENCo's regarding primary to secondary transition.

## **Procedures for Concerns**

- We endeavour to provide high quality support for all our pupils but if there are any concerns we encourage you to approach the Head of House in the first instance, he or she will liaise with the SENCo, and a response will be made as soon as possible.

## **The Complaints Procedure**

- For any complaints with regard to SEND provision at the College, please follow the College complaints procedure, a copy of which is available on the College website.

## **Evaluation Procedures**

- The Governors and Leadership Team will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review on the effectiveness of the policy. This includes the numbers of children identified and their progress, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO, subject heads and Assistant Principal monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND.
- SEND is part of our school self-evaluation arrangements.

## **Policy Review**

- The SEND policy is subject to a regular cycle of monitoring evaluation and review.
- The SENCo ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

### WAVE ONE

Differentiated Curriculum Planning, activities, delivery & outcome, Setting/smaller lower sets, Concessions for testing. Use of writing frames, key words, ICT to support pupils with literacy difficulties, Support for staff in implementing modified materials, differentiation etc, In class TA support focussing mainly on SEN pupils.

### WAVE TWO

Literacy lesson with teacher, Homework Club, Lunchtime Club, Guided reading groups with TA, 1:1 Reading programme, Social skills group, Revision skills group, Small literacy group, Behaviour Counselling, Student Advisor, Handwriting group, EAL English skills group, Behaviour Report.

### WAVE THREE

Fully differentiated curriculum, full time INA support in all classes, full time INA support, full time TA support, 1:1 intensive literacy support from Specialist Teacher, 1:1 and small group intensive literacy support from specialist TA, Alternative education/work experience provision, Additional planning and arrangements for transition/Connexions, Speech & Language Therapy, 1:1 support with Specialist Speech & Language TA

# A School-based Graduated Response to SEND

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, extra provision is considered.
SEND Concern	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, puts in place provision with the parents/carers and the pupil.	The provision plan is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. Pupil provision is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the Individual provision means that adequate progress is not made, advice may be requested from other professionals in the school or outside agencies.
School Based Plans EHC Plans	The SENCO requests advice from other professionals or an external agency. A new provision plan is devised from the additional guidance given and the teacher involved delivers the plan of action.	Provisions are implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. Provisions are reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.