



SEND POLICY

2020-21

Effective Date: November 2011

Last Reviewed: July 2020

Reviewed by: Karen Hayward

Next Review Date: July 2021

RATIONALE

Provision is made for those students with special educational needs and disabilities (SEND) to ensure that they have equality of opportunity and aim to fulfil their potential. Special educational needs encompass those who have some of the following; cognition and learning needs, communication and interaction needs, social, emotional and mental health difficulties, sensory and/or physical needs. The school works in partnership with parents/carers and with other outside agencies to identify the needs, provide support and monitor the progress of all students.

AIMS

- To provide equal opportunities for students with SEND to access the curriculum, as far as is possible.
- To ensure that students with SEND are effectively identified, assessed, supported and monitored through timely planned intervention and progress reviewed.
- To provide opportunities for all students with SEND to work towards achieving their highest standard of attainment and maximise their potential.
- To ensure that all staff are aware of the need to provide high quality teaching to allow all students to learn effectively.

OBJECTIVES

- To advise and support departments in providing a differentiated and accessible curriculum which meets the needs of all students.
- To identify the needs and monitor the progress of all students.
- To ensure support and resources are deployed effectively to ensure all students' needs are met.
- To develop and implement Personal Achievement Plans (PAPs), passport to DREAMS and SEND Support Plans for all students with SEND.
- To liaise with parents/guardians regarding their child's progress.
- To work effectively with outside agencies in order to meet the needs of individual students.
- To ensure that students are fully involved in all aspects of school life.
- To liaise with the SEND link governor and ensure governors are informed of all developments and their role to identify, plan, support and evaluate the school's SEN policy.

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- In consultation with the SEND Department, Senior Leadership Team and the Governing Body.

COORDINATION OF SEN PROVISION

The SENCO is the focal point for information on day to day issues relating to SEND. The SENCO is responsible for coordinating provision for students with SEND, ensuring liaison with

parents/guardians and other professionals regarding students with SEND, managing other members of the SEND team and maintaining the SEND register and records of students with SEND. There is close liaison between Heads of Department, House Achievement Leaders, Senior Leadership Team and SENCO regarding the progress and evaluation of the performance of students with SEND. The SENCO reports directly to the Executive Principal (Miss Karen Hayward).

ADMISSIONS

The admission arrangements for students with SEND are set out in the school's Admissions Policy.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SEND

Students with funding as a result of their Education Health Care Plan – EHCP have this funding allocated in line with the requirements of their EHCP. Other students may be eligible for additional specialist support either through time in the SEND Department or through support in class. Identification, planning and support for students with SEND is implemented using a graduated approach but there may be occasions where students access support without being identified on the SEND profile.

Student with SEND are identified through a number of routes:

- Through liaison with feeder schools or other secondary schools
- Through baseline testing of all students on entry to the school
- Through the school's internal examinations
- Through investigation of concerns raised by staff, parents/guardians or the students themselves.

After identification of SEND a Personal Achievement Plan (PAP) will be drawn up to inform on differentiation for the student in the classroom. These are reviewed every term and input from staff, student and parents/guardians is required at the review. Where adequate progress is not made through interventions within the school, additional support from outside the school's resources may be sought.

A dialogue is sought between the school and home and between the SENCO and staff to ensure that a full picture of the situation is achieved. The student will be involved in these meetings to ensure their voice is heard. Diagnostic tests may be used to help inform the decision making process.

For those with an EHCP there is an annual review of this. Where appropriate, agencies involved in the support of the student, other than those at Sandy Secondary School, may be invited to contribute to the annual review process.

The school welcomes and encourages close home-school links and the SENCO seeks to make contact with parents to discuss any rising issues or concerns at an early stage. To facilitate this, the SENCO attends all parents' evenings and open evenings. The SENCO will, where necessary, ask parents/guardians to come into the school to discuss any concerns that staff may have.

Parents/guardians are similarly welcome to request a meeting and are encouraged to share any concerns with the school.

The success of the SEND Department can be monitored by the progression of students with SEND, which can be evaluated in both regular tracking and GCSE results.

GOVERNOR'S RESPONSIBILITY

There is a named governor for the SEND Department. The governor visits the school on a regular basis to meet to discuss progress and development within the department. The named governor is Mrs G Deans.

COMPLAINTS PROCEDURE

It is hoped that close home-school liaison will minimise the need for complaints. If, however, there is a cause for complaint then it will be dealt with in line with the school's complaints procedure.

STAFFING POLICIES AND PARTNERSHIPS

The SENCO provides information each year on the new intake, delivers input on whole staff INSET days and provides other training/briefings based on an arising need or as requested by staff and/or departments. Links have been established with outside agencies such as the ASD and Outreach department at Ivel Valley School, Psychology and Advisory Support Team at Children's Services, Medical Needs Team, Visual Impairment Team, Deaf and Hearing Impairment Team and the Child and Adolescent Mental Health Service (CAMHS). Outside agencies such as those named above provide support and training when needed.

THE ROLE OF PARENTS

As with all students, parents/guardians are asked to support the school in terms of uniform, behaviour and home learning. For students with SEND, close home-school contact is essential for both parties to get a full and accurate view of the situation. Parents/guardians are involved in planning support for the student on an ongoing basis but particularly in relation to annual reviews, reviewing PAPs, choosing options and transition into post 16 education or training. Parents/guardians are welcome to contact the SENCO at the school with any question or concerns and to request a meeting if necessary.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students 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.

STORING AND MANAGING INFORMATION

Data will be stored and managed in line with the School's Information Management Policy.

ACCESSABILITY

The school is committed to increasing accessibility for disabled students so that all students have full access to education. Further information can be found in the school's accessibility plan.

BULLYING

The school seeks to safeguard all those within the school community. Monitoring and intervention takes place to ensure that vulnerable learners are provided with support and an inclusive learning environment is promoted. Further information can be found in the school's bullying policy.

MONITORING EVALUATION AND REVIEW

The policy will be evaluated and reviewed every three years (or in line with any government reform) by the SENCO and Senior Leadership Team.

DISSEMINATION OF THE POLICY

This policy is available on the school website, and on request to parents/guardians, the Local Authority and Ofsted through the Executive Principal.

APPENDIX 1

First Aid

Supporting students with medical needs.

- First aid coordinator –
- Staff with medical needs training e.g. Epipen* (*see list below) □ List of first aiders:

Name	Department	Extension
Mrs M Forster	Science	225
Mrs A Hawkins	LSA	
Mrs C Halls	Main Office	238
Ms T Jackson	Art & DT Technician	232
Mrs J McEvoy	Main Office	215
Mrs A Saunders	Reception	250
Mr G Pettengell	Site Agent	210
Mrs C Carr	Student Reception	248
Mrs T Heckles	Reception	250
Mrs D Ireland	Finance Office	237
Mrs J Thompson	Data Manager	236
Mrs P Stafferton	Lunchtime Supervisor	
Mr A Watson	Site Agent	210
Mrs A Beavor	DT Food	232
Mrs H Smith	SENCO	209
Mrs A Alderton	Music/Drama	233
Miss E Broughton	PE	220
Mr J Fuller	PE	220

Mrs L Funge	PE	220
Miss N Mosedale	Dance	233
Mr G Mullaly	Music	234