



Woodlands Federation

www.broadoak.e-sussex.sch.uk

www.dallington.e-sussex.sch.uk

www.punnettstown.e-sussex.sch.uk

Special Educational Needs & Disabilities Policy January 2019

Expectations for the provision of special educational needs and disability.

Woodlands Federation

Chair of Governors: Mr A Ratcliffe

SEND Link Governor: Mrs A Doig

Equality Governor: Mrs M Pell

Executive Headteacher: Mrs I Morse

Inclusion Manager/SENDCo: Susan Conaway

Broad Oak Head of School, Mrs C Kinsella;

Dallington Head of School, Mr P Cox;

Punnetts Town Head of School, Mrs C Winter.



Aims

- To provide the very best education and learning experiences for all pupils in the Federation.
- To provide professional development and support for our staff to ensure every child leaves with everything they need for the next stage of their education.
- To significantly improve the quality of learning and life experiences of pupils particularly those pupils who have a special educational need or disability.
- To provide an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

Data Protection

Records and information on pupils will be kept securely and only accessed by persons authorised.

Statutory Duty

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014. Special Educational Needs (SEN) Definition from SEN Code of Practice p15

- A child or young person has SEN 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
 - a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

It is a statutory requirement that each school outlines their personalised Special Education Needs and Disability Procedure in their **SEN Information Report**, published on the school's website. (6.79)

This SEND policy outlines expectations for the provision of special educational needs and disability.

Objectives

- All our pupils have an entitlement to quality first teaching in order to make good progress;
- A rich and varied curriculum that will be accessible to all abilities and needs;
- Partnership with parents, carers and children in developing those abilities and meeting the needs;
- Early identification of additional needs and prompt response to ensure needs are met/supported;
- Staff are able to meet the needs of all pupils by providing relevant and up-to-date training;

- Reasonable adjustments to support any pupil with a protected characteristic.

Admissions

Following guidance from East Sussex County Council on admissions arrangements and the accessibility policy and plan outlines how we will consider any issues which may be a barrier to pupils' participation in school life.

Roles and responsibilities (SEN Code of Practice reference in brackets)

Executive Headteacher - with members of the senior leadership team determines the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The Executive Headteacher will:

- Have regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in school planning;
- Determine the use of financial resources, staffing levels and staff deployment;
- Support the SENDCo in compiling the SEN Information Report and ensure it is updated at least annually and published on the website of each of the Federation schools;
- Ensure staff professional development, in-service planning for Governors, teachers and teaching assistants;
- Monitor data analysis, in particular against performance management targets and report back to Governors;
- Ensure that the SENDCo is a trained teacher and member of the senior leadership team
- Holds staff to account for the progress of pupils with SEND

Governing Body - fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures arrangements are in place in school to support pupils with medical conditions (3.66); the SEN Information Report is published annually (6.79) and there is a qualified teacher designated as a SENDCO. (6.84). Ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi). Our governing body works with members of the senior leadership team in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The Governing Body will:

- Appoint a governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium and on SEND register and report back to the full governing body;
- Have regard for the Code of Practice in all decisions;
- Appoint the person responsible for SEND and ensure the resources to carry out the strategic role;
- Agree offer for pupils with special educational needs and disability (published in the SEN Information Report on the website of each Federation school);
- Monitor performance regularly of pupils with special educational needs or a disability;
- Have in place arrangements for dealing with complaints from parents with children who have SEND;
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

Inclusion Manager/SENDCo - has responsibility for the day to day operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

The Inclusion Manager/SENDCo will:

- Ensure a consistent whole school approach to special needs and disability – strategies and resources that will help teaching staff to differentiate within their classroom and ensure effective delivery of interventions;
- Ensure parents, carers are fully involved in the decision making process about their child's education;
- Ensure high quality teaching is differentiated and personalised to meet the needs of pupils;
- Monitor quality of teaching, impact of interventions, quality of learning and standards of pupils' achievements;
- Support all staff in the identification, assessment, planning and evaluation process;
- Maintain an appropriate SEND register for each school in the Federation and share with staff and Governors;
- Review the SEN Information Report which outlines the support and provision available in the for pupils identified with special educational needs or disability in each Federation school, at least annually;
- Present SEND data and evidence of the impact of support and interventions *on* pupil outcomes to Governors;
- Seek advice and support from other agencies to meet the needs of pupils with SEND;
- Ensure SEND pupils participate in a full range of activities, including extra-curricular opportunities;
- Attend and participate in events to ensure consistent approach, up-to-date knowledge on theory and provision informed by evidence based practice;
- Have regard for the Code of Practice in all decisions.

Teachers

Teachers have high expectations for all pupils whatever their prior attainment and use assessment to set targets which are ambitious. Teachers deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and teachers will use their best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

The class teacher will:

- Take responsibility for the needs of all the pupils in the class;
- Take responsibility for initial identification, assessment, planning and evaluation to meet individual needs;
- Plan for the needs of all pupils in the class; use of strategies and resources to differentiate within their classroom and ensure effective delivery of interventions;
- Meet every term with leaders to monitor the progress of pupils with a special educational need or disability and act upon the findings to close the gaps in learning;
- Lead reviews of progress including consulting and planning with parents (liaising with the SENDCO);
- Have regard for the Code of Practice in all decisions.

Parents/carers

- Be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher;
- Fulfill their obligations under home-school agreement which sets out expectations of all parties.(6.20)

Identification of SEND

When considering whether a pupil has special educational needs any of the following may be evident:

- Little or no progress despite teaching approaches targeted particularly in a pupil's identified area of weakness;
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment;
- Sensory or physical problems results in little or no progress despite targeted provision;
- Communication and /or interaction difficulties results in little or no progress despite an appropriate differentiated curriculum;
- Social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- SEND or physical needs that require additional specialist equipment or regular input by a specialist service;
- Communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.(6.15, 6.17, 6.23, 6.45)

Four main areas of need outlined in the SEN Code of Practice 2015

Communication and Interaction - this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC)

Cognition and learning - this includes children with learning difficulties, including children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties- this includes children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical needs - this includes children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability. (6.28-6.35)

Graduated approach

The progress of learners on the SEND register is carefully monitored. Their progress will be tracked and the impact of provision reviewed to ensure that it is effective in meeting planned outcomes following a graduated approach with four stages of action **Assess, Plan, Do, Review**. (6.44)

All provision should be informed by evidence based practice. Planning and review of provision will be agreed between learners, parents, carers and staff. (6.43, 6.53)

For more information about how we support *children* with SEND please also see **SEN Information Report** on the website for each school in the Federation. (6.43, 6.48, 6.73, 6.83)

Where, despite taking relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, consideration will be given to requesting an **Education, Health and Care** (EHC) assessment. This request can be made by the school or by parents. (6.63). The Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs through **SEND Support**. An EHC needs assessment will not always lead to an EHC plan. (6.63). The purpose of an EHC plan is to make special educational

provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

Assessing and reviewing outcomes

All reviews focus on the child's progress towards achieving agreed outcomes.

We record evidence of pupil progress through assessment, observation and pupil voice activities, with a focus on outcomes and the monitoring and evaluation of any SEND support provided. The details of additional or different provision made under SEND Support is part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. (6.72, 6.73 6.43, 6.53). SEND support meetings between staff and parent/carer at least three times annually.

An EHC plan must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

Transition

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for future life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. (6.57, 8.7, 8.8) If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer.

Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes, through reasonable adjustments for a disabled child or special educational provision for a child with SEN. (6.12, 6.82, 1.34)

Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

We will publish an annual SEN Information report on the school website. (6.79)

Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have additional needs. Pupils with SEND are supported and encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for pupils' spiritual, moral, social and cultural development.

Involving specialists

Parents are always involved in any decision to involve specialists where a child makes little or no progress over a sustained period. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59) We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25) Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7) We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

Funding for SEN

We have an amount identified within our overall school budget, called the **notional SEN budget**. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium. (6.96, 6.97)

The Local Authority provides additional top-up funding where there is evidence that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99). A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95,9.98)

This SEND Policy takes account of policies which describe our regulatory responsibilities including:

Accessibility Plan

Admissions Arrangements

Safeguarding and Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information

Data Protection

Health & Safety

Home-school agreement document

Behaviour

Sex & Relationships Education

Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website

www.gov.uk/government/organisations/department-for-education

The Department for Education's statutory guidance publications for schools and local authorities for SEN.

[Education for children with health needs who cannot attend school](#) - 17 May 2013 Statutory guidance

[SEND code of practice: 0 to 25 years](#) - 1 May 2015 Statutory guidance

[Supporting pupils with medical conditions at school](#) - 16 August 2017 Statutory guidance

The **Local Offer** is a **Local** Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have **SEND**."

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