

SEN/D Policy

2023-2025

Sandbach School



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Peter Sherratt

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Background

Legislative framework:

Sandbach School SEN/D policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in and has been written with reference to:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010
- Section 9 (2) of the Children's and Family Act 2014
- Special Educational needs and disability code of practice: 0 to 25 years 2014

Introductory statement

This SEN/D policy details how Sandbach School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. Sandbach School will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The staff and governors of Sandbach School will endeavour to ensure that all SEN/D students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEN/D students. All teachers are teachers of SEN/D students. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of SEN/D students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision if at all possible.

Sandbach School is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Sandbach School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Fundamental principles

Sandbach School aims to ensure that:

- Teachers are aware of the importance of early identification and of providing for SEN/D students whom they teach.
- SEN/D students will have their needs met.
- The views of student, parents and carers are actively sought and are central to any decisions made about the provision the student receives.
- Partnership with parents / carers plays a key role in supporting their child's education and enabling them to achieve their potential by means of challenging, yet achievable aspirations. Our school will endeavour to support parents / carers through the process of transition and adjustment.
- SEN/D students are offered full access to a broad, balanced and relevant education, including an appropriate vocational curriculum and 14-19 pathways.
- SEN/D students have full access to all school activities so far as it is reasonably practical and relates to the student's needs.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student whether into further education or employment.

In accordance with Department for Education Special educational needs and disability code of practice 0-25 years 2014, Sandbach School will:

- Ensure that the notional funding (Element 2 funding) provided for SEN/D is used to deliver the necessary provision for any pupil who has SEN/D
- Ensure all parents/carers and pupils are part of the identification and provision mapping process.
- Ensure that parents/carers have knowledge about the SEN/D provision that the school makes, is able to make their views known about how their child is educated and have access to information, support and advice regarding their child's SEN/D.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN/D.
- Ensure that a pupil with SEN/D joins in the activities of the school together with pupils who do not have SEN/D
- Have a written SEND policy containing the information as set out in the Special educational needs and disability code of practice 0-25 years July 2014.

Definition of SEN/D

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. which is in addition to, or different from, differentiated curriculum plans. Sandbach School regards students as having a SEN/D if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA

Students 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.

Sandbach School will have regard to the Special educational needs and disability code of practice July 2014, when carrying out its duties towards all SEN/D students and ensure that parents / carers are informed by the school that SEN/D provision is being made for their child.

Identification, Assessment and Provision

Graduated response

Sandbach School will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene by following the approach below:

Initial Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

Where there is evidence of a child requiring additional support/intervention, or where an additional need has been identified, a SEND Support Plan will be written by the SENCo, designated teacher, parents/carers and young person using an Edukey template. It is at this point a young person will be identified a 'K' on the school system.

An additional need maybe characterised by:

- A young person making significantly slower progress than that of their peers starting from the same baseline.
- Failure to match or better the child's previous rate of progress.
- Failure to close the attainment gap between the child and their peers.
- The attainment gap widening.

It can include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition into adult life.

The SEND Support Plan will monitor the progress made by a young person who has been identified as having Additional Needs. This plan will consider the views of the young person, the parents/carer, and makes explicit the provision provided by the school through identified short and longer term outcomes.

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with Sandbach School, the SENCo and Assistant SENCo will contact them having discussed the situation with the parents / carers. The SEN/D team will further assess the young person and support for the individual will be discussed and action taken.

Should progress not be made by the young person in relation to their SSP, further advice and guidance will be sought and the decision may be taken by the SEN/D team, in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies.

In due course, consideration may be given towards moving the young person from an SSP to an Education Health Care Plan (EHCP) which will hopefully provide positive outcomes and a smooth pathway for transition into adult life.

Statutory Assessment of SEND for Education Health Care Plans.

If a young person continues to demonstrate significant cause for concern despite interventions at Additional Needs level, a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the young person's SEN/D. If this cannot reasonably be met by the school, then the LEA may provide extra resources. In exceptional circumstances, a child may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to East Cheshire Access and Monitoring team, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through identifying Additional Needs
- SEND Support Plan - Edukey
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum level attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- Involvement of other professionals for example involvement by the social care or education welfare service.

Assessment, Planning and Review

Identification

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental / carers concerns or the students own observations or by external agencies. Areas of need are identified and prioritised and become the basis of the SSP.

SEND Support Plan - Edukey

SSPs will include the views of parents/carers, pupils, external agencies and the school in setting measurable, challenging/aspirational and achievable short term realistic targets. These will be monitored and reviewed on a regular basis throughout the academic year. The SSP should include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when SSP is reviewed).

Review Process

SSPs are reviewed at least twice a year, with input from the student, parent/carer, teachers, learning support staff and outside agencies. Students with an EHCP have set short term targets which have been established after consultation with the parents / carers and the individual student and include targets identified in the statement of SEN/D. These targets will be set out in the SSP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject tutors. All EHCPs will be reviewed annually with the ECHP review taking place in school. The parents / carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the ECHP. SSP Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO/Assistant SENCo will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

Student Voice

Students with EHCP, are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies.

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEN/D Policy. The day-to-day management and organisation of SEN/D at Sandbach School is the responsibility of the Head teacher, SENCo and the Assistant SENCo in conjunction with the support of colleagues in the Learning Support Department. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEN/D Policy. All governors, especially the SEN/D Governor will ensure that they are up to date and knowledgeable about the school's SEN/D provision.

The Role of the SENCO

- In collaboration with the Headteacher, Assistant SENCo and Governing body, determine the strategic development of the SEN/D policy and provision at Sandbach School with the ultimate aim of raising the achievement of pupils with SEN/D need.
- Zone managing the SEN/D team of HLTA's and learning support assistants.
- Collaborating with SENCos in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of statements and records for all SEN/D students.

The Role of the Assistant SENCo

- Overseeing the day-to-day operation of the school's SEN/D Policy.
- Co-ordinating provision for SEN/D students.
- Managing the SEN/D team on a daily basis.
- Liaising with and advising colleagues on all matters relating to SEN/D.
- Organising and maintaining the records of all SEN/D students.
- Liaising with parents/carers of SEN/D students in co-operation with form and subject tutors, learning support assistants and others as appropriate.
- Contributing to the continuing development and training of school staff.
- Liaising with external agencies including the LA officer with responsibility for SEN/D and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Sandbach School's SEND policy:

- SEN/D Departmental meetings and minutes
- Pupil assessments for review meetings
- Pupil and parent views relating to the statutory review of EHCP.
- Evaluation of SSPs
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review and Commendation process
- Attendance of LA SENCo meetings
- Parent voice via Parent Forum meetings