

2022

Special Educational Needs and Disability Policy

KEY CONTACTS WITHIN THE SCHOOL

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SEND Co-ordinator

Mrs E Agguini

Deputy SEND Co-ordinator

Miss K Tuite

Looked after Children [LAC] Co-ordinator

Mrs E Agguini/ Miss K Tuite

SEND Governor

Ms Ruth Baker





Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

	Date
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Revised in light of DfE Guidance

Revised, taking into account internal arrangements



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Guiding Principles

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Terms:

- SEND refers to a Special Educational Need or Disability. A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has 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.
- SEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for Students with SEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all Students to participate in lessons fully and effectively
- To value and encourage the contribution of all Students to the life of the school
- To work in partnership with parents
- To communicate with the Governing Board to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual Students
- To ensure that all staff have access to training and advice to support quality teaching and learning for all Students

Responsibilities and Resources

The Special Educational Needs and Disability Co-ordinator (SENDCO), in collaboration with the Headteacher and Local Governing Board, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents/carers, and other agencies.

The SENDCO also provides professional guidance to colleagues to secure high quality teaching for students with SEND.

Mrs E Agguini is currently SENDCO: eagguini@southchurchschool.com

Teachers have a key role in ensuring that **all** students' needs are identified and met. They are responsible for the progress, development and attainment of all students, including those with SEND, in their classes. In addition teachers are responsible for progress where their students access support from Learning Support Assistants or any other specialist staff.



Learning Support Assistants [LSAs] are a valuable part of the support for students with SEND. Their responsibility is to follow the programmes set by the class teacher; they also keep records and monitor the students' progress. Their role in the classroom is to work, under the direction of the teacher, in supporting the students with SEND. Regular liaison with the class teacher is vital in ensuring that the LSA is effective.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCO in keeping the Governing Board fully informed of SEND issues, providing an annual SEND Information Report.

The Local Governing Board: the duties of the Governing Board are set out in the SEND Code of Practice. The SEND Governor for the school is: Ms Ruth Baker.

Specialisms

A comprehensive programme of Continuing Professional Development for SEND is planned according to the school student profile. In the last academic year this has included training on ADHD, ASD, ODD, ADD, Developing the role of the Additional Adult in the classroom.

Facilities for Students with Special Educational Needs

The school is a building with steps and stairs. There is, however disabled access throughout most of the building and disabled toilets. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice in terms of admitting Students with disabilities. The school ensures that every child will have full access to the curriculum.

There are facilities for small group/individual teaching in the Hub [Library] and the SEND Base.

All members of the school community, including students, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

Resources

Delegated funding for students with an EHC Plan is mainly used to pay salaries for SEND dedicated staff.

Other devolved funding is allocated to support the needs of students with SEND support where required.

Children Looked After [CLA] funding is utilised to offer a specialist care and support package to each CLA student.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the student profile.

Identification, Assessment and Review

The school follows the SEND Code of Practice graduated approach with regard to the identification, assessment and review of Students with special educational needs. The four key actions are:

Assess: the class teacher and SENDCO should clearly analyse a student's needs before identifying a child as needing SEND support.

Plan: parents must be notified wherever it is decided that a student is to be provided with SEND support.

Do: the class or subject teacher should remain responsible for working with the subject on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.

Review: the effectiveness of the support should be reviewed in line with the agreed date.

Students receive a targeted learning curriculum and those who fail to make the expected progress are initially identified by class teachers but also by the SENDCO, Heads of Year and Heads of Department. The school operates a system whereby any member of staff can raise concerns or issues with the class teacher, SENDCO or Head of Year about a child with a potential SEND or other barrier to learning via a referral system.

We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

We use a range of assessment data e.g., relevant family/medical history, student Profiles, Teacher Assessments, Screening Tests, ASP, Learning Support Assistant assessments, reading/spelling/phonological awareness tests; learning observations and a range of diagnostic tests are used, as appropriate.

Students who fail to make expected progress on the basis of accumulated evidence are supported. Parents/carers are generally consulted when this decision is made.

Moderate Learning Difficulties

At this stage a Student Passport is drawn up, in consultation with parents/carers where possible, and the student. Occasionally advice may be sought from external agencies to inform effective intervention. The Passport format in use allows teachers and SEND staff to collaborate on strategies best suited to support specific needs. This then facilitates the monitoring of progress towards short-term outcomes, agreed with student and parents/carers; these are reviewed termly. If a student fails to make the expected progress, advice may be sought from external agencies which may include social as well as educational services. At this stage, a specific SEND may be identified.

Four Categories of SEND – Broad Areas of Need

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD

2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
- MLD (Moderate Learning Difficulties) will have noticeably more difficulty accessing education than their peers. It is likely that they will struggle to make progress in one, or many areas of the curriculum. They are likely to struggle significantly with Literacy and Numeracy skills.
- SLD (Severe Learning Difficulties - where Students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)

3. Social, Emotional and Mental Health Difficulties. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating

disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Specific Special Educational Needs/EHC Plans

If a child is formally identified as having a specific special educational need by an external agency, with the agreement of parents/carers, they are placed on the SEND register. If they are not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan [Education Health Care Plan]. An application can only be made following two full cycles of **Assess, Plan, Do, Review** [see pages 4/5] covering at least two terms, as well as an assessment through the Educational Psychologist.

On gathering all relevant advice about a student's progress, the Local Authority SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

Support for improving the emotional, mental and social development of students with SEND:

- Form Tutors
- Student Support Assistants [assigned per year group]
- Head of Year
- SEND Base
- External mentors as required

The SEND Register

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional students to be supported will be required to provide the following evidence for the SENDCO:

- Referral form of concern
- Results from any curriculum tests
- Evidence of strategies already in place
- A piece of unaided work from the curriculum area deemed to be a concern

Overall Teacher Assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Following this the SENDCO will speak with the parents/carers, student and teaching staff to build a picture of need. Further specialist testing will be carried out at this point by the SENDCO. At this point a decision will be made to place the student onto the SEND register and a Pupil Passport will be created to support their learning. (If they are not, strategies to overcome the area of deficit without SEND intervention will be issued.)

Review Meetings

Review meetings are held twice a year for all students on the Special Educational Needs register. Parents/carers and students are encouraged to attend, as well as a Learning Support Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. The Passport will be adapted to meet the progress rate of the student; the SENDCO will file a copy centrally and send a copy to parents/carers and any external agency which is involved.



For students with an EHC Plan an Annual Review is also held to review progress towards objectives and outcomes outlined in the plan. A copy of the review report is sent to all invitees, including parents/carers, and the SEND Team. These reviews are carried out using the Southend EHC Hub.

Curriculum

Students have access to a targeted, broad and balanced curriculum with their needs identified in planning documents and Passports. To enable access to the curriculum for students with SEND, the school provides:

- Specialist teachers
- Learning Support Assistants
- Individual timetables
- Intervention resources
- Specialist equipment

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service [hearing/vision impaired Students]
- Paediatric Therapy Service [Speech and Language, Occupational Therapy, Physiotherapy]
- Behaviour Support Service
- Autistic Spectrum Disorder Team
- Children's Services Unit
- The SEND Team
- The School Nurse
- Education Welfare Service
- Early Help Team
- Special Schools
- Specialist Inclusion Services [e.g. ASD Team]
- Children's Social Care
- Emotional Wellbeing Mental Health Service [EWMH]
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

In the first instance parents/carers should contact the school, however external support contact details are as follows:

Local Authority SEND Officers are based in:

Children's Services, Civic Centre, Victoria Avenue, Southend-on-Sea, SS2 6ER

Telephone: 01702 215007

Email: council@southend.gov.uk

Early Help Team

Telephone: 01702 215783 [Duty Manager]

Email: earlyhelpcontactpoint@southend.gov.uk

Website: www.southend.gov.uk



The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up-to-date signposting, please see the document entitled 'Local and Core Offer' which can be found on our website. www.southchurchschool.com

Liaison with Parents/Carers

The school works in partnership with parents of Students in accordance with guidance in the SEND Code of Practice.

- If the class teacher has an initial concern about a student's progress parents will be invited to discuss this at the earliest opportunity and be informed of strategies in place to help their child
- If a decision is being considered to move a student on to or from the SEND Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child and will be given details of the about the Early Help Service.
- When a student's Passport is drawn up parents'/carers' views will be sought; suggestions will be offered as to how the student can be supported at home
- Parents/carers are encouraged to attend each review and their comments are taken into consideration when decisions are made regarding future actions.
- Parents'/carers' comments are sought prior to the Annual Review report being drafted and are then incorporated into the final report

Consulting Young People with SEND

- Students' views will be sought and taken into account during the review process and at other key times throughout the year, e.g. at Passport reviews.

Transition Arrangements

Where possible, transition reviews for Year 6 pupils are held in the autumn term and a representative from the SEND department is normally invited to attend. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc. Every effort will be made, in consultation with the parents/carers, to have a support programme in place prior to the student joining Southchurch High School.

SEND Students who are moving between key stages will have transition arrangements in place via the Passport review process, in collaboration with Connexions Youth Advisory Service.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or ability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: www.southchurchschool.com

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equal Opportunities Policy
- Local Offer/ Core Offer/ School Offer
- SEND Information Report
- Designated Teacher for Looked after and previously looked after children