

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY
(SEND) POLICY**

Role	<i>Designated Teacher for Special Educational Needs and Disability (SEND) Policy</i>	<i>Deputy Designated Person</i>
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Our 'Named Governor' with special responsibility for Special Educational Needs and Disability (SEND) Policy is Ms Jane Andrews

Policy Reviewed & Approved by Governors:

Signed by Headteacher: _____

Signed on behalf of the
Governors Staffing Committee: _____

Date: December 2016

Review Date: December 2017

This policy was written by the school SENDco/Assistant Head Teacher in liaison with the Senior Leadership Team. It was then reviewed by the SEND Governor and the governing body. It was then sent out for consultation with all stakeholders before being finalised. Townley Grammar School is committed to providing a high quality education for all students, including those identified as having special educational needs as we believe all learners have a common entitlement to an accessible, broad and balanced academic and social curriculum.

What is covered in this policy:

1. Aims
2. What is meant by special educational needs or a disability? (SEND)
3. Admissions of students with Special Educational Needs
4. Identification of Special Educational Needs
5. What should a parent do if they think their child may have special educational needs?
6. Roles and Responsibilities
7. How will the school support a student with SEND?
8. How will parents be helped to support their child's learning?
9. Students with medical needs
10. What training do staff supporting students with SEND undertake?
11. How will students with SEND be included in activities outside the classroom including school trips?
12. How accessible is the school environment?
13. Transition into our school or within the school
14. Transition to the next school, preparation for adulthood and independent living
15. How are the school's resources allocated and matched to students' special educational needs?
16. Access arrangements for exam concessions
17. Contacts for further information or concerns relating to SEND?
18. Support services for parents of students with SEND include
19. Appendices: Glossary of terms

1. Aims of this SEND policy

The aims of our special educational need and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all
- To ensure that young people with SEND engage in the activities of the school with students who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To ensure special educational provision for students where required, that is “additional to and different” from that provided already within the differentiated curriculum, in order to respond effectively to the four broad areas of need listed below:
 - Communication and interaction,
 - Cognition and learning,
 - Social, emotional and mental health,
 - Sensory/physical.
- To listen, respond to and work with parent/carers’ and students’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff training and support to meet student need, through well-targeted continuing professional development
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

2. What is meant by special educational needs or a disability? (SEND)

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

We are working more closely with parents and students to ensure that we take into account the student’s own views and aspirations and the parents’ experience of, and hopes for their child.

3. Admissions of students with special educational needs

See also school admissions policy.

- Students with SEN have different needs, but the general presumption is that all young people with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all students where possible.

- For students with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the student, or
- the attendance of the student there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs may be better met in specialist provision.

4. Identification of SEN

Provision for students with Special Educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENDco and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All students benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all students at the level which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEN.'**

In addition, we implement some focused interventions to target particular needs and skills. We have high expectations of all our learners. Students on our SEN register make progress which compares well with the progress made by other students in school.

We know when students need help if:

- Concerns are raised by students, parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.
- Use of the Bexley Guidance for SEN Support

5. What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's house tutor. This may then result in a referral to the Learning Manager and/or school SENDco.
- Parents may also contact the SENDco or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened and responded to. Their views and their aspirations for their child will be central to the assessment and provision that is offered by the school.

6. Roles and responsibilities

SEND Governor

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The governing body has decided that students with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The school's SEND Governor meets with the school SENDco termly to discuss progress.

SENDco

The SENDco is responsible for ensuring the smooth operation and implementation and review of the school's SEND policy. They work closely with the Student Services Manager to ensure all students are receiving appropriate provision and support. The SENDco meets regularly with Learning Managers and departmental staff to discuss progress of students with SEND, and advises and delivers where appropriate identified training needs. The Student Services manager and SENDco work closely to coordinate and develop school based strategies for the identification and review of students with SEND. The SENDco will attend local and national SENDco training where required.

Student Services Manager

The Student Services Manager is responsible for overseeing the day to day operation of Student Services Team. This includes coordinating provision for students with SEND and medical conditions. They will be the first contact with parents enquiring about special educational needs. The Manager will disseminate key information about SEND students and raise awareness of SEND issues throughout the school. They manage the deployment of Teaching Assistants and contribute to the training of staff. The Manager liaises with the SENDco, teaching staff and external agencies to ensure best provision. They oversee the record keeping of all students with SEND.

Teachers

'Every teacher is a teacher of every child including those with SEND.'

- Devising strategies and identifying appropriate differentiated methods to enable all students to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning,
- Teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring statemented/EHCPs targets are considered in lessons.
- Monitoring progress of students with SEND.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCO.

Teaching Assistants

Teaching Assistants are line managed by Student Services Manager and the school SENDco.

Their roles and responsibilities are:

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Monitor progress against Statement targets using record sheets
- Assist with drawing up individual plans for students as required
- Contribute to the review progress, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher

- Work 1:1 with students with statements/EHCPs
- Support students on Educational Visits, as required
- Jointly plan with teachers, where appropriate
- Keep detailed and accurate records of support and interventions
- Attend meetings as required

7. How will the school support a child with SEND?

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that is in line with the Teaching and Learning Policy
- Students' attainments are tracked using the whole school tracking system and are then discussed in termly progress meetings that are undertaken between the Learning Manager and the Senior Leadership team and if appropriate, the student themselves
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the student
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'
- Action relating to SEN support will follow an **assess, plan, do and review model**:
 1. **Assess:** Data on the student held by the school will be collated by the subject teacher in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher and Learning Manager with advice from the SENDco
 3. **Do:** The subject teacher and Learning Manager remains responsible for all students, including those identified with SEN and Quality First Teaching that is differentiated is the main form of support for all students. Additional support or interventions (SEN support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the student

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools
 2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
 3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
 4. Social Care, including the Disabled Children's Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families
- For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

8. How will parents be helped to support their child's learning?

- Please look at the school website and Bexley Local Offer website which provide 'sign posts' for additional support
- The subject teacher or SENDco may also suggest additional ways of supporting your child's learning or accessing local support groups
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning

9. Students with medical needs (Statutory duty under the Children and Families Act)

See also Medical Needs Policy.

The key contact for medical needs is the Student Services Manager

Students with medical needs that affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents and if appropriate, the student themselves

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school/community nurse as being competent
- For some students it will be necessary to train further school staff in how to support the student across the school day, that is, support other than medication
- It is the parents' responsibility to keep the school informed about any changes to the student's condition or medication
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy

10. What training do staff supporting students with SEND undertake?

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice
- The Governor with specific responsibility for SEND has completed the SEND Governor training.

11. How will students with SEND be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities where reasonably possible
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for students with SEND to access school provided activities

12. How accessible is the school environment?

Adaptations have been made to the school site in line with our Accessibility Policy.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and the curriculum, and further information is available on the school website. The Accessibility Plan will continue to be reviewed on an annual basis or as need arises whichever is sooner.

13. Transition into our school or within the school

A number of strategies are in place to enable effective transition. These include:

On entry:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs
- A planned Induction Day is delivered in the Summer term to support transfer for students starting school in September. In September an extended tutor period is held to introduce students to the school's procedures. Each of these days may be personalised to meet individuals' needs as appropriate
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENDco and Student Services Manager meet with all parents of new students who are known to have SEND at key transition points to allow concerns to be raised and solutions to any perceived challenges to be identified before the student starts at the school. If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed
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14. Transition to the next school and preparation for adulthood and independent living

Primary to secondary transition:

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school. These opportunities may be further enhanced for students with SEND
- The annual review in Y5 for students with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. In years 9 and 11 transition reviews are held in preparation for Key Stage 4, Sixth Form and the workplace

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible
- For students transferring to local schools, the SENDco of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition where possible
- The records of students who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school
- The school will invite the next school to the Transition Annual Review for students with an Education, Health and Care Plan or Statement of SEND

Beyond school age:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to students with SEN and disabilities to help them prepare for adulthood, including getting a job
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society

15. How are the school's resources allocated and matched to students' special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND at SEN Support (K) level of the Code of Practice
- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs
- For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEN)
- This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the school website and Local Offer
- The needs of students with a Statement of SEN will be reviewed and where this remains appropriate will be converted to an EHC Plan by the Local Authority.

16. Access arrangements for exam concessions

Where there is a history of need, support and the student has concessions to their normal way of working and during assessments, then application for access arrangements for public examinations will be made by the school.

For Bexley Selection Tests, the Local Authority requires that the students SEN has been identified at least a year before the application and that concessions or adaptations similar to those being requested is the students normal way of working. Details about this application can be found on the Bexley website: <http://www.bexley.gov.uk/CHttpHandler.ashx?id=6498&p=0>

17. Contacts for further information or concerns relating to SEND?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. If you wish to discuss your child's special educational needs, please contact staff in the following order:

- Your child's House Tutor,
- Assistant Learning Manager/Learning Manager
- The SENDco or Student Services Manager
- The Headteacher,

All complaints are taken seriously and are heard through the school's complaints policy and procedure. If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Assistant Headteacher/SENDco, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on the school website.

18. Support services for parents of students with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all students with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

19. APPENDIX 1 Key information and contacts

STUDENT SERVICES MANAGER
SENDco
SEND Link Governor

Susan Herridge
Linda Blazey
Jane Andrews/Sarina Totty

Additional information and references:

Local Authority's Local Offer: The local offer provides information on what services, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. <http://www.bexley.gov.uk/index.aspx?articleid=18304>

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting students at school with medical conditions
<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>

The Special Educational Needs and Disability Regulations 2014 <http://preview.tinyurl.com/m2bnos4>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHS) – part of the Health Service that looks after students with emotional, behavioural and social difficulties.

DDA – Disability Discrimination Act.

EAL – English as an Additional Language.

EP – Educational Psychologist.

EHCP: Education, Health and Care Plan

LA: Local Authority

PPS: Parent Partnership Services

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDco: Special Educational Needs Coordinator (also written as SENDCO)

SEN Support: Support given to students with SEN from devolved funding

Statement: Statement of Special Educational Need

SLT – Senior Leadership Team.