

# SEND Policy and Information Report

"Every Child Known"

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## **SEND Policy and Information Report**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with the following guidance and documents:

- Children and Families Act 2014;
- SEN Code of Practice 2014;
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014;
- Part 3 Duties on Schools – Special Educational Needs Coordinators;
- Schedule 1 regulation 51– Information to be included in the SEN information report;
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- Equality Act 2010;
- Statutory Guidance on Supporting Schools at school with medical conditions April 2014;
- Schools Admissions Code, DfE 1 Feb 2012;
- Teachers' Standards 2012.

This policy should be read in conjunction with the following school policies: behaviour, equality, safeguarding, and complaints.

This policy was developed with engagement and participation from parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs and will be reviewed annually.

It sets out our approach to supporting young people with special educational needs (SEN). For more information about how we support young people with SEN, please also see our Local Offer, which is updated annually.

A list of acronyms can be found at Appendix A. Every teacher is a teacher of every child or young person, including those with SEN.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability that 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:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions. SEN Code of Practice (2014, p 4).

## Definition of disability

Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many realise - 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5).

Special Educational Needs are generally placed in the following four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Young people with any of these needs can be included in our school community.

## Basic information about Uplands Community College SEN policy

### People responsible:

**Headteacher:** Liam Collins

**SLT member:** Liam Collins

**SENCO:** Julie Nicholls

**Governor for SEND department:** Lucy Stephen

All staff and the governing body are committed to:

- Ensuring that all students with SEND have access to a broad, balanced and relevant curriculum, consistent with the whole school curriculum policy to ensure their progress;
- Ensuring that special educational needs of students are identified and addressed through an early diagnosis of learning needs. This includes contact with feeder schools and parents, routine screening, specialised testing, classroom observation and liaison with subject teachers, outside agencies and specialists. This information is used to shape curriculum, academic and pastoral planning for the student;
- Ensuring that students with SEND are educated, wherever possible, alongside their peers;
- Fostering educational and social inclusion. Students with special educational needs and disabilities are fully involved in the life of Uplands, including participation in extra-curricular activities, trips and visits;
- Ensuring that provision for students with SEND is flexible and matches the nature of their individual needs. Principally this is achieved through Quality First Teaching - the teacher's knowledge of each student's skills, abilities and needs and the teacher's ability to use this knowledge by identifying and providing appropriate ways of accessing the curriculum for every student (supported by the student passports);
- Ensuring that faculties, subject areas and those with pastoral responsibilities demonstrate commitment to the SEND policy ensuring that learning for all students is given equal priority and that available resources are used effectively;

- Monitoring through the Heads of Faculties, SENCO, and SLT the progress of students and the deployment of appropriate resources within their subject areas. Heads of Faculties and teaching staff liaise with the Learning Support Team as appropriate;
- Ensuring that EHC (Educational Health Care plan) assessments are sought when the student has demonstrated appropriate cause for concern or when transferring from their Statement (in consultation with the LA);
- Ensuring continuity of provision within and between educational institutions;
- Promoting the involvement of parents and carers in meeting the needs of students with SEND;
- Ensuring that all EHC reviews of statement and EHC students are held in accordance with the Code of Practice SEND provision at Uplands (including admission arrangements for students with SEN or disabilities).

At Uplands, we currently meet the needs of several students with a statutory Statement of Special Educational Need/ Education, Health and Care Plan with the following: Autistic Spectrum Disorder, Specific Learning Difficulty, speech, language and communication difficulties, sensory and/or physical needs and Social, emotional and mental health difficulties.

Decisions on the admission of students with a statement of special educational need / Education, Health and Care plan are made by the Local Authority in consultation with the college. Provision is also made for many frequently occurring special educational needs without a statement of special educational needs / Education, Health and Care Plan, for example, dyslexia.

The admission arrangements for students without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Uplands Community College is committed to working in partnership with the students, parents, carers, and outside agencies to identify needs, provide support for them, and monitor the progress of all students.

### **Identification and assessment of students with SEN**

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

At Uplands, we assess each student's current skills and level of attainment on entry to the school. We make regular assessments of progress for all students. These seek to identify students making less than expected progress for their age and individual circumstances. This is progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the student's previous rate of progress;
- Fails to close the progress gap between the child and their peers.

The first response to less than expected progress will always be Quality First Teaching – high quality teaching targeted at the student's area of weakness.

Where progress is not sufficient, even if special educational need has not been identified, Heads of Faculties and teaching staff can offer additional support to enable the student to

catch up. Examples of extra support are intervention plans or guided learning, and include revision timetables, guides, advice to parents offering specific guidance at home.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, the class or subject teacher will work with the SENCO and there will be a clear analysis of the student's needs using a range of assessment tools to determine the cause of the learning difficulty. At Uplands, we are experienced in a number of learning assessment tools. We also have access to external advisors such as Educational Psychologists, specialist teachers, occupational therapy and speech and language therapists.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress in their lessons. These will be shared with parents, put onto a SEN provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making provision which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with a special educational need.

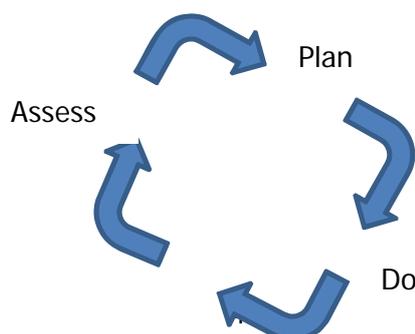
We will ensure that all teachers and Teaching Assistants who work with the student are aware of the support to be provided and the teaching approaches to be used.

### **The school's approach to teaching students with special educational needs**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. SEN Code of Practice (2014, 6.37)

At Uplands, the quality of teaching is judged to be good in our last Ofsted inspection (2013). High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. All students requiring interventions with a higher level of need are placed on a School Based Plan. These documents help us to regularly review and record what we offer each student or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** Students are regularly assessed as part of the school's teaching and learning policy and progress is carefully tracked and monitored. Occasionally it may be necessary to assess children using a 'one-off' formal SFND assessment for example Lucid assessment or through psychometric screening. Review

**Plan:** All students who have an Education, Health and Care Plan (EHC) or a Statement have a School Based Plan to plan provision. A smaller number of students with more complex needs in addition to this group of children also have a School Based Plan. It is the responsibility of subject teachers to plan for interventions and differentiation that may be required within the class. Advice on planning can be sought from the SENCO, SEN department, and Subject Leaders.

**Do:** It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual students as part of the whole class planning process using specific techniques and strategies to include individual students. Teaching assistants are well trained in SEND and some have particular expertise with the children they are working with for example: speech and language difficulties or dyslexia.

**Review:** Children's progress is regularly reviewed by subject teachers and teaching assistants as part of an ongoing process. School Based Planning Meetings are held three times a year and include parents, staff, and external agencies (where appropriate). If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

Uplands recognises that the partnership between parents of students with SEND and the school has a crucial bearing on the students' educational progress. Uplands works closely with parents incorporating parents' views in assessment and subsequent reviews and making arrangements to ensure that parents are fully informed about the schools procedures.

We will:

- Have regard for the views, wishes, and feelings of parents;
- Provide parents with the information and support necessary to enable full participation in decision making;
- Support parents/carers to facilitate the development of the young person to help them achieve the best possible outcomes - educationally and in preparing for adulthood;
- Meet with parents at least three times each year;
- Provide data and report annually on the progress of their child.

### **Involving young people**

We are committed to involving young people with SEN in decisions about their learning, we will:

- Have regard for the views, wishes and feelings of young people;
- Provide young people with the information and support necessary to enable full participation in decision making;
- Support young people to develop and help them achieve the best possible outcomes and prepare effectively for adulthood.

### **Support that is available for improving the emotional and social development of students with special educational needs**

At Uplands, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students throughout the day. We make provision for students' spiritual, moral, social, and cultural development.

We support the emotional and social development of young people with special educational needs by providing pastoral support to enable them to develop and mature appropriately and ensure that their views are listened to. This will usually require additional and different resources, beyond that required by students who do not need this support.

### **The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

Liaison takes place with primary schools to arrange induction programmes for transferring students in the summer term. The SENCo will (if requested by the primary school or parent) attend Year 6 transition reviews of students with an EHC plan ensure a smooth transition and appropriate planning of the student's curriculum.

For students with SEN or disabilities, additional transition can be planned in consultation with the SENCo.

For students with an EHC plan, the plan will be reviewed and amended prior to any move between key phases of education. Reviews from year 9 include a focus on preparing for adulthood. We also contribute information to a students' onward destination by providing information to the next setting.

### **How the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips, and activities offered to students at Uplands are available to students with special educational needs and disabilities either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

## **The school's facilities to assist access for students with disabilities**

The school site has lift access in a majority of the buildings. Where classrooms are not accessible by a lift, arrangements will be made for activities to be moved to an appropriate part of the buildings. Where entrances and exits have step access, there are alternative routes available. The school also has 'marked' step access and staircases for students or visitors with a visual impairment.

Please see the college's Accessibility Plan for further detail.

## **Training and Professional development of all staff**

Uplands regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. The quality of teaching for students with SEN, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all staff.

1. LC (Headteacher) – Designated Safeguarding Lead (DSL);
2. EB (SENCO) – PGiPP National Award for Special Educational Needs Coordination;
3. GHF – Specialist Assessor: British Psychological Society JAP – Speech and Language course;
4. IMS – Dyslexia Awareness course (maternity leave 2016/2017).

All staff have received training in safeguarding.

The SENCO, and the Learning Support Team update all staff regularly with any relevant SEND changes.

All new staff/trainee staff have induction sessions on the needs of students with SEND.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologists, Speech and Language therapist, occupational therapists, consultants, physiotherapists, dyslexia specialists etc. Teachers and teaching assistants have had awareness training with regard to ADHD/ADD, ASD, dyslexia, language for learning and students with mental health needs.

Considerable thought, planning and preparation goes into utilising our support staff to ensure young people achieve the best possible outcomes, gain independence and are prepared for adulthood.

## **How the SEN department involves specialists - including health and social services, local authority support services and voluntary organisations - in meeting the needs of students with special educational needs and in supporting the families of such students**

Outreach and external agency support is accessed through the 'Front Door' ESCC Services as required within the limits of Uplands and LA resources.

The governing body is supportive of Uplands engaging the following bodies and the SEN Governor will review this provision annually with the SENCo and Deputy Headteacher:

- A Service Level Agreement with Educational Psychology;
- Access to local authority's service level agreement with Language and Learning Support Service, Speech and Language Therapy Services for students with requirements for direct therapy or advice;
- English as an Additional Language Service;
- Membership of professional networks for SENCo e.g. SENCo forum, NASEN and TES.

## **Finance**

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs, and above that amount, the Local Authority should provide top up to the school.

## **Complaints**

The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Parents are encouraged to share any concerns at an early stage. If a parent is concerned about anything to do with the education that we are providing at the college, they should, in the first instance, discuss the matter with their child's form tutor, Head of Year, subject teacher, or the SENCo. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Assistant or Deputy Headteachers or the Headteacher. The Senior Leadership Team considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are resolved by this stage.

Complaints from parents of students with SEND are dealt with in accordance with the schools complaints procedure. Any such complaints are investigated and acted upon by the Headteacher.

If agreement cannot be reached when provision is discussed, mediation services may be used.

Should any parents have a complaint about the Headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents are unhappy with the outcome, they can make a formal complaint, as outlined below. Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating

the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the chair of governors.

The governing body must consider all written complaints within three weeks of receipt. The Complaints Committee will arrange a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he can explain the complaint in more detail. The school gives the complainant at least three days' notice of the meeting. After hearing all the evidence, the governors will consider their decision and inform the parents about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

If the complaint is not resolved, a parent may make representation to the LA. Further information about this process is available from the school or from the LA. An independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint, chairs a further meeting.

If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Core Assets Independent Supporters Service provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on:

TELEPHONE: 08000 288 455

[www.coreassets.com](http://www.coreassets.com)

#### **The name and contact details of the SEN Co-ordinator**

The SENCo at Uplands is Julie Nicholls, who is a qualified teacher. Julie Nicholls is available on 01892 782135 or [j.nicholls@uplandsc.com](mailto:j.nicholls@uplandsc.com).

Information on where the local authority's local offer is published. The local authority's local offer is published on: <https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>  
Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## Appendix A - Acronyms

<b>SEND</b>	Special Educational Needs and Disability
<b>AEN</b>	Additional Educational Needs
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	Special Educational Needs Coordinator
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADD</b>	Attention Deficit Disorder
<b>ICT</b>	Information Communication Technology
<b>TA</b>	Teaching Assistant
<b>EAL</b>	English as an Additional Language
<b>ESCC</b>	East Sussex County Council
<b>ASD</b>	Autism Spectrum Disorder
<b>KS</b>	Key Stage
<b>EHC</b>	Education Health Care (Plan)
<b>CPD</b>	Continuing Professional Development
<b>LA</b>	Local Authority
<b>ECM</b>	Every Child Matters