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| Policy Title | <b>SEND Policy</b> |          |     |
| Status       | Statutory          | Approved | Yes |

All students including those with special educational needs and disabilities (SEND) have an entitlement to receive a relevant, broad and balanced curriculum. The underlying principle, which informs the school's SEND policy, is that of inclusion. All students are valued for what they bring to the school and are entitled to take part in all the school offers, in the most appropriate ways possible and given the resources available. The achievements of students with special needs and disabilities are celebrated equally with those who find success easier to attain. As far as possible, students are supported within the mainstream, avoiding withdrawal wherever possible. Parents or carers, and students themselves are encouraged to be active partners in discussions to help their needs whether for the short or long term.

A register of students with special educational needs and disabilities is maintained at Sandhurst to facilitate communication between departments. SEND students are listed and all have educational provision that is additional to, or different from the educational provision made generally for young people of their age. The main areas of difficulty or need are identified using the following descriptions:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

Every teacher is a teacher of students with special needs and all have important operational responsibilities. SEND therefore is a whole school responsibility and requires a whole school approach. Every teacher of every subject has to take into account the wide range of abilities and interests of their students. Differentiation is an essential requirement, especially for SEND groups of students. The three key principles in the Government's Inclusion statement are:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning

These principles are important in the delivery of the curriculum to SEND students. Teachers are given the following information for each student in order to plan appropriately:

- Assessment data – NFER reading scores, relevant Key Stage results including teacher assessment
- Learning difficulty/difficulties
- Strengths and skills which could support learning
- Suggested teaching strategies to promote learning

Staff are able to access this information in a variety of ways:

- Subject SEND folders
- Data supplied from assessment manager
- Liaison with the subject rep, SENCO, SEND Manager, Head of House, tutor, TA's, subject leader

All relevant staff contribute to the Annual Reviews of statemented students and Educational Health Care Plans (EHCPs). The student attends the review and takes an active part in evaluating progress and setting targets.

### **Roles and Responsibilities**

Ms S. Hunt is the **SEND Manager**. She is a Deputy Headteacher and also has responsibility for pastoral care and other whole school issues. Allocation of time is non-specific and on an 'as needed' basis. Mrs N. Cockroft is the SENCO.

The key responsibilities of the **SENCO** involve:

- Overseeing the day to day operation of the school's SEND policy
- Liaising with the relevant designated teacher where a looked after student has a special educational need or disability
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Co-ordinating provision for SEND students including the deployment of TAs
- Advising on the graduated approach to providing SEND support
- Liaising with parents of SEND students
- Being a key point of contact with external agencies, especially the local authority and its support service
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all SEND students up to date and complies with the data protection act.

The **governors** of Sandhurst school play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan and the school's self-evaluation process;
- The SEND policy is available on the school's website.
- The quality of SEND provision is continually monitored;

Each subject has a **SEND Representative** who attends one meeting a term with the SENCO, SEND Manager and other subject reps and one meeting a term with their department to ensure SEND provision is shared and problems identified. Extra meetings are convened as necessary, e.g.

- To set targets in an Educational Healthcare Plan
- To share information about a new student
- To discuss strategies to support a student for whom there is concern

Each subject is expected to:

- Match work to the attainment level of the student
- Monitor progress regularly
- Assess progress regularly and use to identify difficulties and inform future work
- Display and commend good work
- Emphasise progress on reports

### Teaching Assistants

There are 11 TAs. All have a career structure and professional development reviews. SLC2 is the faculty room. TAs are seen as equal colleagues to teaching staff and are fundamental to the successful teaching and learning of SEND students. It is recognised that they are with the SEND students all day and probably know them better than any adult in the school. They know precisely what kind of educational diet they receive. They are often able to identify the barriers to learning and can help devise programmes of support to overcome these barriers. All TAs work primarily with statemented students but when working in the classroom are helpful to all students. They are fully aware of the statements learning difficulties of the students they support. They play an important role in monitoring the provision and informing staff of targets and strategies. TAs keep a lesson-by-lesson record of the students with whom they work. This provides another tool by which progress can be measured and successes and needs recognised. As well as working in the classroom, TAs may also mentor individual students, review and write targets in negotiation with the student, attend Annual Reviews, teach small withdrawal groups, act as amanuenses and readers in exams, produce differentiated work, take part in school visits, administer and mark reading and spelling tests and support Year 6 SEND students in the primary schools prior to transfer. Each TA has a specific area of expertise which he/she has chosen to develop:

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|------------------|---|--|
| Mrs V Medhurst   | - | Senior TA responsible for students with ASD and weak social skills, handwriting support and SALT |
| Mrs S Lewis      | - | Senior TA responsible for literacy intervention programmes and dyslexic strategies               |
| Mrs K Marrs      | - | Senior TA responsible for numeracy intervention programmes and SALT                              |
| Miss P Ainsworth | - | Support in all years and EAL teaching  |
| Miss M Gartland  | - | Support in all years   |
| Mrs J Evans      | - | Support in all years, SEN administrator  |
| Mrs A Grange     | - | Support in all years   |
| Mrs M Lammas     | - | Support in all years   |
| Miss E Scott     | - | Support in all years   |
| Mrs D Byran      | - | Support in all years   |
| Mrs A Fatima     | - | Support in all years   |

TAs are invited to in-house training and regularly take part in courses organised by the borough and external providers. They attend the TA forums held at the Education Centre.

In addition to the SEND team, Mrs U Hawksworth is responsible for exam access arrangements.

### **Admission Arrangements – Year 7**

The LA informs the school in the autumn term prior to the transfer of students with Statements of Special Need and Educational Healthcare Plans. Statements and EHCPs are issued to facilitate planning for transition. The SENCO attends the annual reviews of Year 6 students with statements/EHCPs. Parents are encouraged to visit the school and discuss their child's needs with the SENCO. In the summer term, TAs work with the SEND students in the junior school both to enhance the confidence of the students and to ensure accurate transfer of special needs information. Some students will be invited to join the Summer School which aims to ease anxieties about the school transfer and to support literacy and numeracy development. Further discussions with parents take place in the summer term with a senior member of staff at the Home School Partnership meeting.

All students are placed in mixed ability, vertical tutor groups and tutors are informed of children with SEN and disabilities, together with strategies for positive induction for these more vulnerable students.

Baseline assessment data used includes:

- Key stage 2 – raw scores, levels and teacher assessment
- Standardised reading and spelling assessments

Students are grouped on the basis of the data in line with subject setting policies. There are small SEND groups in science, maths, English and MFL and mixed ability groups in other subjects.

For SEND students who join the school at other times, an efficient transfer of information is required to ensure adequate provision.

### **Assessment and Reporting – all years**

SEND students are assessed in line with the school's assessment policy. In addition, general targets are reviewed monthly by the TA and new targets are set in negotiation with the student. Subject specific targets may be set individually or for a small group of students. The subject teacher is responsible for checking these targets. Students' attainment and progress are communicated to parents on seven formal occasions:

- 6 half- termly reports provide a summary of attainment and progress
- Subject evening – an opportunity for parents to gain detailed feedback from subject teachers.

In addition, students with a statement of special need or EHCP have an annual review and all agencies that support the student are invited to attend.

### **Pastoral Links**

There are 4 Heads of House. All work closely with the SENCO and TAs to support SEND students via the pastoral care system. This includes:

- Admission arrangements
- Contributing to target setting processes
- Annual reviews
- Liaison meetings with outside agencies including:

- EWO
- YOT (Young Offenders Team)
- Children's Social Care
- Adviza
- Educational psychologist
- Youth worker

The boundaries between learning difficulties and behaviour and organisation problems are difficult to separate and frequently cross in both directions. The action taken to support a student is often in consultation with the SEND department and the Pastoral System. In our school this has proved to be an efficient practice and one which most benefits the student.

### **Implementation of the SEND Policy**

The major responsibility for the implementation of the policy lies with the classroom teacher, supported by the subject leader, subject SEND representative, SENCO, SEND Manager and TAs. Action taken by teachers includes:

- Identification of possible SEND and notification to subject SEND representative and SENCO
- Preparation of differentiated teaching materials
- An awareness of the students' targets and how to address these in their subject
- To have access to the statement of special need and ECHP and make reference to them
- To monitor and review progress
- To contribute to annual reviews

### **Access to the curriculum**

All students are fully integrated in the school and have equal access to the curriculum which is suitably differentiated to meet the needs of SEND students. At key stage 4 a differentiated curriculum pattern has been developed to allow some SEND students to concentrate on key skills and to gain vocational, as well as academic qualifications. Access arrangements for additional support within external examinations are requested, subject to appropriate assessment and the student's normal way of working.

### **Steps taken to prevent students with SEN or Disabilities from being treated less favourably than other students**

SEND students are fully integrated into the school. They have full access to the curriculum and the school ensures the relevant support mechanisms are put in place to enable SEND students to participate in every extracurricular activity and school visit provided.

Additional support systems to enable SEND students to achieve their potential and thrive, include:

- In class - TA – individual or group
- Literacy, numeracy and social skills intervention programmes
- Homework support club – one hour Monday to Thursday each week
- Breakfast club – one hour before school to study with support and eat!
- Counselling – external provision via pastoral team
- Behaviour and anger management
- Level 2 provision at key stage 5
- 1:1 teacher/student short term support for specific learning and behavioural difficulties

In addition, all teachers are fully informed about the special education needs of the students and receive training on how to support them in lessons.

In 2007 Sandhurst School also launched a learning support unit, known as the Student Learning Centre (SLC). The SLC has developed programmes to support a range of students including:

- those with low self-esteem
- school phobic
- bullying victims
- bullies
- those with medical problems, e.g. the long term sick, invalids and pregnant students
- the shy and anxious
- those who are experiencing difficulties with integration into mainstream school life
- those at risk of exclusion
- those with behaviour problems

The expected outcomes of the SLC are:

- reduced fixed term and permanent exclusions
- increased attendance
- improved communication between home and school staff
- improved behavioural and social skills
- improved organisational skills
- raised self-esteem and confidence
- reduced levels of anxiety

### **Access Facilities for Students with SEN and Disabilities**

In addition to the modifications teachers make their lessons to cater for the needs of SEND students and the support mechanisms put in place to ensure the students' emotional wellbeing, the school site has also been modified to ensure SEND students have full physical access. These modifications include:

- the installation of a lift able to convey students in wheelchairs or with physical difficulties
- the refurbishment of disabled toilets
- the marking of posts to help the visually impaired
- the provision of ramps and removal of steps

### **Support Agencies**

The school has good links with the LA support agencies, including the educational psychologist who visits the school on a negotiated time-contracted basis. There are links with TASS, Sensory Consortium, SaLT and ASSC who come into school to provide specialist advice when asked. The personal advisor from the Adviza service is regularly in contact with the statemented students from Year

9 to 13. They attend annual reviews. The borough SEND advisors are always keen to provide in-house training opportunities, especially where these have been identified by the SENCO as a specific need. SENCO forums are a platform to share good practice and discuss areas of concern. TA support groups and borough Inset ensure a professional, trained team of assistants who feel valued.

### Monitoring the policy

The following criteria are used to measure success of SEND Policy and Practice:

- Students with special needs and disabilities are identified, assessed and supported
- Students' individual differences are recognised and valued
- Effective record keeping – individual student tracking forms
- Targets set for SEND students are well defined, realistic and manageable
- Statutory assessment requirements are met, including statements, annual reviews and transition plans
- Students are added and deleted from the SEND register as a result of informed assessment and monitoring
- SEND students are involved in all aspects of school life, e.g. school concerts, visits, sports teams, work experience, competitions, become prefects, show parents around the school, help at parents evenings
- SEND students achieve success in public exams in line with the assessment data and predicted grades
- Transition of SEND students at Years 11/12/13 is informed and meets with the students' needs
- Parents/carers are happy with their child's progress and involved in the educational process. Parents feel empowered to seek the best for their child
- Successes of SEND students are recognised at Celebration of Success evenings and through the newsletter and Headteacher's weekly review.

The policy and practice document is reviewed annually at a Governors' Staffing and Student Support meeting. The meeting is chaired by the Chair of Governors.

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| <b>School Group Responsible</b>   | Deputy Headteacher                    | <b>Governors Committee Responsible</b> | Staffing and Student Support |
| <b>Date Ratified by Committee</b> | - FGB on 11-Dec-2014<br>- 06-Oct-2016 | <b>Review Date</b>                     | Annually                     |