



Sandhurst School

SEND Policy

Revision No.:	September 2022
Statutory/Non-Statutory	Statutory
Responsibility of Approval:	Staffing and Student Support Committee
Responsibility for Updating:	Deputy Headteacher
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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. SEN is therefore 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 SEN 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 SEN students. Teachers are given the following information for each student in order to plan appropriately:

- Assessment data in the form of relevant information from feeder schools, milestone assessment data and results of PPEs
- 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:

- SEN register
- Data available on SISRA/SIMS
- SENDCo
- HLTA & TA team

All relevant staff contribute to the Annual Reviews of students with Educational Health Care Plans (EHCPs). The students are invited to the review so that they can take an active part in evaluating progress and setting targets.

Roles and Responsibilities

Mr A Dexter is the Assistant Headteacher and line manager of the SEN Department (SEND). Mrs C

Purkiss is the SENDCo.

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

- Identifying and adopting the most effective teaching approaches for SEN students at Sandhurst School and distributing this information to teaching staff
- The long-term strategic planning of SEN at Sandhurst School
- Managing SEN department resources and space
- Leading the referral process for students with potential SEN, including ASD, ADHD and EHCP applications
- Prepare appropriate documentation for external agencies
- Managing the HLTA and TA team, to ensure that SEN resources are allocated appropriately in support of the students
- Supporting the Heads of House with students who have SEN and advise on appropriate intervention
- Liaising with other schools to ensure continuity of support and learning with transferring SEN students
- Keeping parents informed about how their child's needs are being appropriately met
- Setting up systems for identifying, reviewing and monitoring needs. This includes the management and chairing of Annual Reviews for students with an EHCP
- Updating the Head and SLT on the effectiveness and delivery of SEN provision
- Identify resources needed to meet the needs of SEN students and make recommendations to the Head and SLT for appropriate spends
- Provide training for TAs and HLTAs to learn about SEN, including whole-school inset
- 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
- 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 SEN 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 classroom teacher is expected to:

- Ensure that the work is appropriately challenging for the student.
- Monitor progress through milestone assessments, ATL grades and work completed in class.
- Identify strengths and weaknesses and include these when lesson planning.

HLTA and TA Team

HLTAs and TAs are fundamental to the successful teaching and learning of SEND students at Sandhurst School.

The key responsibilities of the HLTAs include:

- Providing support, particularly for students with special educational needs and disabilities (SEND), with a focus on students with an Education Health and Care Plan (EHCP)
- Helping SEND students to acquire the skills to become independent
- Contributing to the development of SEN profiles for individual students
- Contributing to the development of Individual Education Plans for individual students
- Contributing to Annual Reviews of students with an EHCP
- Assessing the reading and spelling ages of students
- Implementing interventions as planned by the SEND Team
- Planning and delivery of small group intervention teaching in English, maths and social skills.
- Work with individuals or small groups of students as directed by the SENDCo to focus on key interventions.
- Report back to teaching staff and/or HOH about the progress made by students involved in specific interventions
- Contribution to intervention strategies
- Accompanying students on school visits
- Support students in the final term of primary school in order to ease the transfer to Sandhurst School
- Supporting students in examinations
- Supporting the SENDCo with the management of the SEN Department

The key responsibilities of the TAs include:

- Providing in-class support, particularly for students with special educational needs and disabilities (SEND), with a focus on students with an Education Health and Care Plan (EHCP)
- Helping SEND students to acquire the skills to become independent
- Contributing to the development of Individual Education Plans for individual students
- Contributing to Annual Reviews of students with an EHCP
- Assessing the reading and spelling ages of students
- Implementing interventions as planned by the SENDCo
- Supporting teachers within the classroom to stretch students of all abilities
- Support and advise teachers in the development of differentiated teaching resources and materials
- Work with individual or small groups of students as directed by the classroom teacher to focus

- on key skills
- Contribution to intervention strategies
- Accompanying students on school visits
- Supporting students in the final term of primary school in order to ease the transfer to Sandhurst Schools
- Supporting students in examinations

The school has 3 HLTA positions and 9 TA positions:

HLTAs

- 1) Amelia Lake
- 2) Georgie Redding-Lang
- 3) *Vacant*

TAs

- 1) Nikki Shaw
- 2) Jasmine Cummings
- 3) Hannah Kirk
- 4) Marina Toppin
- 5) Julia Atkinson
- 6) *Vacant*
- 7) *Vacant*
- 8) *Vacant*
- 9) *Vacant*

The number of TA positions required by the school is proportional to the number of students with EHCPs, who require in class support. Therefore, the number of TAs will fluctuate over time.

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

Admission Arrangements – Year 7

Parents are encouraged to visit the school and discuss their child's needs with the SENDCo. In the summer term the SEN team works with the SEN students in the feeder schools where additional transition support is required.

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, year based tutor groups and tutors are informed of children with SEN and disabilities, together with strategies for positive induction for these more vulnerable students

Students are grouped on the basis of appropriate 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. Additional targets are set as part of the annual review process for those students who have EHCPs.

- 3 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 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 SENDCo and SEN team to support SEND students via the pastoral care system. This includes:

- Admission arrangements
- Annual reviews
- Liaison meetings with outside agencies including:
 - EWO
 - YOT (Young Offenders Team)
 - Children's Social Care
 - Adviza
 - Educational psychologist
 - Youth worker

The HOH retains overall responsibility for those students in their house, including students with SEN. However, in many cases the HOH will consult with the SEN Department in order to facilitate the most appropriate care for their needs. In some cases, this does mean that the SEN Department may work closely with individual students, more than the HOH, but all decisions that affect the student will be in consultation with the HOH, parent and SENDCo.

Implementation of the SEND Policy

The major responsibility for the implementation of the policy lies with the classroom teacher, supported by the subject leader and the SEN team. Action taken by teachers includes:

- Identification of possible SEN and notification to SENDCo
- Preparation of differentiated teaching materials
- An awareness of the students' targets and how to address these in their subject
- To have access to the student profile
- 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 SEN students. At Key Stage 4, alternative curriculum pathways are arranged where appropriate, to the individual needs of the student in question. Access arrangements for additional support within external examinations are granted, subject to appropriate assessment.

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

SEN 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 SEN students to participate in every extracurricular activity and school visit provided.

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.

Access Facilities for Students with SEN and Disabilities

In addition to the modifications teachers make to cater for the needs of SEN 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 other agencies who come into school to provide specialist advice when asked.

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
- Students, their interventions and progress are tracked
- Statutory assessment requirements are met, including 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

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.