

SEND

Statement of Practice

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Date Approved by Governors:	3rd December 2020
Review Frequency:	Annually
To be Reviewed By:	Miss J Hulse

This Statement of Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 (January 2015)
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting students at school with medical conditions December 2015
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards

In the spirit of current reform, this policy was co-produced by the school's SENCo with the SEND Governor in liaison with SLT, staff and parents of students with SEND.

SECTION 1

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Qualification(s): National Award for SEN
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The Long Eaton School strives to be an inclusive school, engendering a sense of community and belonging. **Every teacher is a teacher of every child or young person including those with SEN.**

SECTION 2

DEFINITIONS AND AIMS

The staff and governors at The Long Eaton School are committed to providing full entitlement for all students in the full national curriculum.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

All teachers have a responsibility for ensuring that every student has full access to each curriculum area and for meeting the needs of every student in their classes, through **Quality First Teaching**.

The school follows the 0-25 SEND Code of Practice (2015) and uses the same definition of special educational needs. A young person has SEND if they have a learning difficulty or disability, which calls for **special educational provision** to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of others of the same age;
- a disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We aim to develop the curriculum to reflect and extend the abilities, experiences and interests of all students. We believe that all students, irrespective of their abilities, may at times need special support. This school is committed to providing the resources needed to meet the SEND of all students and being openly accountable to their parents/guardians.

OBJECTIVES

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a “whole student, whole school” approach of the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs students.

To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEN.

SECTION 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice categorises Special Educational Needs into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The purpose of identification is to determine what action the school should take and not fit a student into a category.

Most students will have their needs met through quality first teaching (QFT). Quality First Teaching promotes the effective inclusion of all students in high-quality everyday personalised, inclusive teaching. Effective assessment for learning allows the teacher to provide targeted catch up provision for groups to 'put students back on course' and then a deeper intervention offering more personalised solution if additional support is needed.

Students are only identified as SEND if they do not make satisfactory progress once all the interventions, adjustments and good quality personalised teaching have been made.

Students identified as having a Special Educational Need will be registered as SEND Support or as a student with an Education, Health and Care Plan (EHC).

Other factors may impact on progress and attainment, which may not be Special Educational Needs.

These include:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but these alone do not constitute SEN.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behavioural difficulties do not necessarily mean that a student has SEND and will not automatically lead to them being registered as such. Students who present challenging behaviour may have unidentified SEND and the school will endeavour to identify these in appropriate ways.

ENHANCED RESOURCE CENTRE

The school has an Enhanced Resource Centre for Autism Spectrum Disorders which was opened in September 2006. It is designed to cater for students for whom the ERC has been named in a Statement of SEN.

Students in the ERC will mostly be educated alongside their peers in mainstream lessons, but may be withdrawn for specific skills work or from subjects where aspects such as noise cause them distress.

The ERC supports students at break times and lunchtimes by providing them with a quiet base to eat and where they can invite friends if they choose. The ERC staff will also provide advice on any student in school with a diagnosis of Autistic Spectrum Disorders who are not in the Resource. In addition, the school has a Student Support Centre to support students with their behaviour.

The school's response to Educational Health Plans, which name the school's ERC, will be made in accordance with the criteria published in appendix 1 of the school's Admissions Policy.

SECTION 4

A GRADUATED APPROACH TO SEND SUPPORT

High quality teaching, through Quality First Teaching, differentiated for individual students is the first step in responding to students who have or may have SEN. The class teacher is responsible and accountable for the progress and development of the students in their class; this includes where students access support from teaching assistants or specialist staff.

Additional SEND Support will be given to students who do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching, through Quality First Teaching.

The Long Eaton School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The Long Eaton School applies the ASSESS → PLAN → DO → REVIEW cycle, when deciding to place students on the SEND register. The Long Eaton School consults the views of parents, families, and young people in this process.

Assess

The Long Eaton School has clear approaches to support the identification and response to SEND through assessment, observation and building upon information from previous settings.

CAT tests are administered to all prospective Year 7 students. A standardised reading test is given to all Year 7 students in the Autumn Term. Students who enter other year groups are interviewed by the Year Manager. The Learning Support Department will then facilitate testing in English, and mathematics. A standardised reading and spelling test will also be given. For higher levels of need, the school draws on more specialised assessments from external agencies and professionals.

All staff are encouraged to identify students with learning difficulties by:

- Regular subject based progress checks
- Formative and summative assessment procedures
- Discussions through Additional Needs panel meetings
- Liaising with staff who support in lessons
- Listening to and acting upon concerns from parents and/or students about their learning

The information gathering process may include an early discussion with the young person and their parents. These early discussions with parents will be structured in a way that they develop a good understanding of the young person's areas of strength and difficulties, the parents' aspirations and concerns and the agreed next steps and target outcomes for the young person. The decision to make special education provision involves the teacher and the SENCo. They consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Plan

Having completed an assessment of the young person's needs, the right information should be available to make an informed plan about how the pupil's needs will be supported through SEND Support within school and the expected outcomes this will achieve. In consultation with the student, parents and any involved professionals, a **SEN Support Plan** is put in place. This plan will have a clear time-frame with identified outcomes.

Do

The support identified on the support plan will be put into place and tracked by the teachers and Learning Support faculty. Data from this will inform the review process.

Review

Any interventions put in place through SEND Support must be reviewed on a termly basis. Staff who know the learning needs of the young person, will meet with the parent(s)/carers and young person, three times a year to discuss the outcomes of the SEND Support. Where possible, these meetings will coincide with school Tutor Evenings, Subject Evenings, PEP or TAF review meetings.

At the time of writing this policy, the above face to face meetings are not possible due to the on-going restrictions in place as a result of Covid 19. Telephone calls or virtual meetings are supporting the completion of these reviews.

The purpose of the review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed.

Evidence will normally include:

- parent and student views, including their aspirations and desired outcomes
- formal or informal tests or assessment results
- performance in relation to National Curriculum levels / P Levels
- observations
- information from any involved professionals

Progress will be measured by:

- closing the attainment gap in relation to peers
- prevention of the attainment gap becoming wider
- small step progress based on the child or young person's previous baseline
- demonstration of new skills
- improved self – confidence, independent learning and / or behaviour
- progress towards identified outcomes

Any area for which the student has not made progress, this should be analysed in relation to what else could be provided to support progress, if approaches, resources or strategies need to change or whether further assessments of need, need to be undertaken in order to ensure an improved understanding of the young person's needs and therefore the provision required to support this.

MANAGING STUDENTS NEEDS ON THE SEND REGISTER

The SENCo and the Assistant SENCos are responsible for updating the intervention register. The SEND register is reviewed every half term.

It is the core expectation that the class teacher and SENCo/Assistant SENCo hold the responsibility for evidencing progress according to the outcomes described in the **student Support Plans**. Information and strategies are shared with staff through SEN profiles.

All resources, allocated for meeting the SEND of students with Education Health Care plans, are used for this purpose. Resources allocated under the heading NSSN (non-statemented special educational needs) are used to meet the needs of students with SEN. They are used to provide curriculum support time, time for assessment and review, student programmes and small group provision.

The school receives an allocated amount of support from the Educational Psychology Service, to support staff and conduct assessments based on priority of need. The Learning Support Department has a support directory where local and national support services can be accessed.

SECTION 5

CRITERIA FOR EXITING THE SEND REGISTER

Once a student has successfully met the outcomes of the Support Plan then they will exit the SEND register. Their progress will continue to be monitored through quality first teaching.

SECTION 6

SUPPORTING STUDENTS AND FAMILIES

In The Long Eaton School, we encourage students to participate in their learning by:

- Negotiating with them the most appropriate type of provision for their needs.
- Providing them with an opportunity to voice their views at review meetings, and for school to take appropriate follow up action if necessary.

Where a student is receiving SEND support, schools will talk regularly to parents to set clear outcomes and review progress towards them. These discussions will be led by a teacher or key worker with good knowledge and understanding of the student who is aware of their needs and attainment. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student.

Parental concerns about their children are firstly dealt with by the student's Form Tutor or Achievement Leader. Where the concern cannot be dealt with in a routine way, the student is referred to the SENCo. The student may be placed on the SEND register and special provision implemented. Parents are informed about the process and invited to discuss the student's difficulty and decide on the level of provision required.

Parents of students with special educational needs have access to information about:

- The school's SEND Policy
- The school's SEND Information Report
- The systems available within school to support their child
- The support available through the LA and associated outreach services
- Information is also available on national voluntary organisations which might provide support.

ACCESS ARRANGEMENTS

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of assessment.

The school will identify the learners who potentially may qualify for access arrangements. Students will be assessed by an assessor with a Level 7 qualification in Individual Assessment. The school will make justifiable and professional judgements about the students' potential to successfully complete and achieve the qualifications. The assessment must identify the support that will be made available to the learner to facilitate access to the qualifications. Parent(s)/carers will be informed if their child has qualified for access arrangements.

TRANSITION

The feeder schools are visited in the Spring and Summer terms in order to gather information on students with SEND and meet the students. Close links are maintained with the SEND Co-ordinators in these schools.

The SENCo/Assistant SENCo attends statutory annual reviews of all students transferring where possible. Details of possible provision can then be discussed with parents, the student and other involved professionals.

To facilitate a smooth transition, students with SEND and their parents are invited to make additional visits to The Long Eaton School to:

- Meet key members of staff
- Discuss the student's needs
- Outline provision for the forthcoming year

- Encourage the student and their parents to discuss any issues which may be of concern to them
- Familiarise the student with the school building
- Year 6 Nurture summer term transition for more vulnerable student

Students can only transfer to and from special schools following an annual review. A multi-agency meeting will be called to discuss transfer arrangements. Parents and the student will be involved and a series of visits arranged prior to transfer.

Students with SEND transferring from other mainstream schools will meet with the SENCo and their parents to discuss their additional needs and appropriate provision.

The school has a Careers' Adviser who provides independent careers and training advice for students transferring from Key Stage 4 to Post-16 training or education. Students in Year 11 are given opportunities to engage in a range of group and individual sessions to assist with decisions at Post 16; some off site provision is also available.

ADMISSION

The admission arrangements for students with SEND do not differ from the arrangements for other students. The governors welcome applications from parents of students with SEND. The school's admission policy can be found on the school's website.

SECTION 7

SUPPORTING STUDENT AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs (SEN) and an Education Health Care (EHC) plan which brings together the health and social care needs, as well as their special educational provision and the SEND Code of Practice 2015 is followed.

The arrangements in place in school to support students at school with medical conditions are detailed in the school's policy for supporting students with medical conditions.

SECTION 8

MONITORING AND EVALUATION OF SEND

The Long Eaton School regularly and carefully monitors and evaluates the quality of provision offered to all students

The SEND faculty undergoes an annual rigorous evaluation and produces a Self-Evaluation report, which is reviewed by Governors. This includes data analysis, lesson observations, and parent/student views.

In addition, the success of the school's SEND policy and provision can be evaluated through:

- monitoring of classroom practice by SENCo/CTL/SLT.
- analysis of student tracking data and test results
- for individual students
- for cohorts
- value-added data/progress 8 for students on the SEND register.
- annual reviews of statements and success of criteria on SEN Support Plans.
- department self-evaluation.
- review of Learning Support Department Development Plan.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

SECTION 9

TRAINING AND RESOURCES

All schools have funding to support children and young people with special educational needs, this is provided as part of schools block funding. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND students as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of £6k to additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

A school is expected to fully utilise their Element 1 & 2 funding appropriately and in accordance with this guidance before Element 3 funding is considered as part of an EHC Plan.

Equipment, aids and adaptations may be required for children and young people with SEND or disabilities. Under the Equality Act (2010), schools are expected to provide auxiliary aids or services for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled children and young people. 'Auxiliary aid' means aids and services. An aid is a piece of equipment which helps the disabled person, such as a special chair, adapted text, or special computer equipment or software. A service is something people provide, such as personal assistance.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCo, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

SECTION 10

ROLES AND RESPONSIBILITIES

The Learning Support Team is led by the SEND Co-ordinators Lisa Mills and Caron Cox (Miss J Hulse Substantive Post Holder) who is line managed by the Deputy Head Teacher, Mrs Devine. The Enhanced

Resourced Centre is managed by Mr J Presley.

The governors of the school monitor and review SEND provision and co-ordination through a governor with special responsibilities for SEND is Peter Griffin.

The Child Protection Officer is Mrs K Harrowing.

The Designated Lead for Safeguarding is Mr T Worn.

The Senior Leadership Team of the school monitors and reviews SEND provision and co-ordination. The school's SEND Co-ordinator is responsible for co-ordinating the day to day provision of education for students with special educational needs.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of students is Mrs L Jones.

SECTION 11

STORING AND MANAGING INFORMATION

The details are how documents are stored are in line with the school's policy on Information Management and on the School's confidentiality policy.

SECTION 12

REVIEWING THE POLICY

Given the new requirements for SEND for schools effective from 1st September 2014, the Long Eaton School intends to review the SEND policy annually.

SECTION 13

BULLYING

The school has an anti-bullying policy that can be found on the school's website.

SECTION 14

DEALING WITH COMPLAINTS

All parents of students on the school's SEND register are informed that if they wish to complain about provision being made, they should in the first instance contact the school's SEN Co-ordinator, If they still have reason to complain, they should contact the Head Teacher, Mr R Peel
If a parent or carer is still unsatisfied with the outcome, then they should contact the governor responsible for SEN, Peter Griffin.

All complaints will be dealt with in a friendly, supportive way. Every attempt will be made by teaching staff and governors to resolve any problem.

Parents are also informed of their right to appeal to the Special Educational Needs Tribunal in cases of disagreement with the LA. Such disagreements might arise over the refusal of the LA to grant a statement or over parts 2, 3 or 4 of the statement. Parents may also seek advice from the Derbyshire Information Advice and Support Service for SEND.

Covid 19 Appendix

Although at the time of writing, we do not have any detailed guidance with regards to SEN and Vulnerable students, we remain vigilant to updates from the Department for Education (DfE).

We know that since the start of September 2020, attendance of young people with EHCPs and those who are vulnerable is significantly below that of other young people. We are, therefore, drawing up plans to offer continued provision when required, for specified students working in a context of guidance based on that given with regards to safeguarding arrangements during the initial lockdown period as detailed below.

Where direct, in school provision is not possible, daily contact will be maintained and recorded via telephone calls and on-line lessons via Microsoft Teams.

Definition of Vulnerable Children and Young People

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need, or otherwise meet the definition in Section 17 of the Children Act 1989.

Children and Young People with a Named Social Worker

There is an expectation that vulnerable children who have a social worker will attend provision, so long as they do not have underlying health conditions that put them at severe risk.