

## SEND POLICY

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### What is SEND?

Special Educational Needs and Disabilities or SEND are defined in the revised Code of Practice and 1996 Education Act as follows:

A child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

### What is a learning difficulty?

According to the revised Code of Practice and 1996 Education Act, children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

This policy has been written in conjunction with the 2015 SEN Code of Practice, The Education Act and The Children and Families Act, 2014.

### Policy Statements

As a school we strive to be 'Dedicated to Excellence' in all that we do. In respect of our mission statement, we aim to offer a provision of excellence for our students with SEND. In order to do this, we will ensure:

- The School will comply with the 2015 Special Educational Needs Code of Practice.
- Special needs provision is made for students with learning difficulties resulting from a range of needs or disabilities, including educational, emotional, social, sensory and physical. Provision will vary according to the severity of need.
- All students, irrespective of need, are given the opportunities to fulfil their potential.
- The School recognises its duty of care to all students, including those with Special Educational Needs and Disabilities.
- The School will ensure that every student follows a broad and balanced curriculum, which is differentiated according to the needs of the student, but remains challenging and enjoyable.
- Special Educational Needs and Disabilities provision for any student will be compatible with the efficient education of the other students at the School

and the efficient use of the School's existing resources.

- The School will seek to ensure the full inclusion of students with Special Educational Needs and Disabilities in all aspects of school life, including the curriculum, extra- curricular activities and school trips.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regards to their behaviour. Where, however, there is a clear link between a particular student's behaviour and diagnosed special needs or disabilities, the School *may* deem it appropriate to use an altered level of tolerance when dealing with disciplinary matters.
- When working with parents of students with Special Educational Needs and Disabilities, the School will give support, advice and reinforcement as well as share information and agree targets in order to enable progress.
- Where appropriate, the School will engage with external agencies to ensure the delivery of effective Special Educational Needs and Disabilities provision.
- Up Holland High School provides training to all staff on Special Educational Needs and Disabilities, both in relation to individual students and particular types of needs and disabilities. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD).
- Where appropriate, the School will make *reasonable* adjustments for a student with Special Educational Needs and Disabilities.

## Responsibilities

### A whole school responsibility for SEND

As a school, we recognise that all members of staff have a responsibility for supporting the needs of students with SEND. Therefore, each member of the staff body has a duty to support the needs of students with SEND on a day to day basis.

### Special Educational Needs Coordinator (SENCO)

The School's SENCO has a responsibility to:

- Manage the day-to-day operation of the School's Special Educational Needs policy.
- Ensure that appropriate strategies and resources are used to aid teaching and learning.
- Liaise with and advise colleagues on matters relating to Special Educational Needs and Disabilities.
- Ensure that relevant research, national inspection evidence and legislation,

including the Special Educational Needs Code of Practice and Equal Opportunities legislation, are used to support students with Special Educational Needs and Disabilities.

- Ensure student support plans are formulated, implemented and reviewed as appropriate.
- Coordinate provision for children with Special Educational Needs and Disabilities.
- Liaise as appropriate with teaching staff and Pastoral Support Staff.
- Maintain the School's SEND register and records for all students with Special Educational Needs and Disabilities.
- Monitor the academic progress of students with Special Educational Needs and Disabilities within each cohort.
- Liaise with parents of children with Special Educational Needs and Disabilities, as appropriate.
- Contribute to the in-service training of School staff.
- Arrange and chair annual review meetings.
- Liaise with external agencies, including the Educational Psychology service and other support agencies, local authorities, medical and social services and other relevant voluntary bodies.
- Where appropriate, to arrange for the assessment of students.

### Progress leaders

Progress leaders have a responsibility to :

- Monitor the progress of students with Special Educational Needs and Disabilities within their curriculum area. When necessary, they should liaise with the SENCO regarding concerns related to progress.
- Where appropriate, ensure that any reasonable adjustments are made to the learning environment to enable the safe and inclusive teaching of children with Special Educational Needs and Disabilities.

### Teachers

Teaching staff have a responsibility to:

- Ensure they are familiar with the School's SEND register and differentiate teaching according to the provision outlined for individual students.
- Attend Special Educational Needs and Disabilities training, when requested.
- Use a range of teaching and learning strategies in order to support the progress of students with Special Educational Needs and Disabilities.
- Advise and guide Learning Support Assistants in order to maximise their effectiveness in supporting children with Special Educational Needs and

Disabilities.

- Raise any concerns about students with Special Educational Needs and Disabilities or those with possible Special Educational Needs and Disabilities with the SENCO.
- Provide feedback to the SENCO regarding provision for students with Special Educational Needs and Disabilities.
- Where appropriate, to ensure that any reasonable adjustments are made to the learning environment to enable the safe and inclusive teaching of children with Special Educational Needs and Disabilities.

### Learning Support Assistants

Learning Support Assistants (LSAs) have a responsibility to:

- Familiarise themselves with individual students' Special Educational Needs and Disabilities by reviewing information on the School's SEND register and, where appropriate, the Educational Health and Care Plan.
- Provide necessary support to a student(s) with Special Educational Needs and Disabilities according to the information contained in the School SEND register and /or their support plan
- Liaise with subject teachers in order to maximise their effectiveness in supporting children with Special Educational Needs and Disabilities.
- Work under the guidance of the SENCO/ Assistant SENCO

### Special Educational Needs Link Governor

The Special Educational Needs Link Governor has the responsibility to:

- Help raise awareness of Special Educational Needs and Disabilities issues at Governing Body meetings and give up-to-date information on SEND provision within the school.
- Understand how the school identifies a student with Special Educational Needs and Disabilities and what happens once a student has been identified, including how resources are allocated to individual students.
- Meet on a regular basis with the SENCO and Associate Assistant Headteacher to discuss matters concerning Special Educational Needs and Disabilities within the School.

## Process and Procedures

### Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure children with Special Educational Needs and Disabilities are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the SENCO and Lead for Behaviour and Attitudes.

### Referral Procedures

- Early identification of students with Special Educational Needs and Disabilities is a crucial factor in overcoming barriers to learning. The SENCO will work closely with the Lead for Behaviour and Attitudes, Progress Leaders and staff with responsibility for student tracking to monitor student progress and identify any potential concerns.
- A teacher who considers it necessary for a student to be assessed for Special Educational Needs and Disabilities should refer the matter to the SENCO and provide the necessary evidence.
- The SENCO will refer a student to an external agency but will only do so after consulting with and obtaining the consent of parents.

### Staff Training

- Training will be provided by the most appropriate person, who may be the SENCO, another appropriate member of school staff or an external trainer.
- All training resources are available on the school network and are accessible to all School staff.

### SEND Register

- A register exists for all students with SEND or additional needs and is maintained by the SENCO.
- Students on the register are either categorised as (K) for SEND support or (E) for Educational Health Care Plan
- Any additional learning needs are also listed on the register but are not categorised by E or K.
- The SEND Register is available via the Synergy system and is accessible to all School staff.

- The SEND Register is a fluid document which is constantly updated and the numbers of students on the register and the information contained will be subject to change.

### Complaints

- If a parent has a complaint about a Special Educational Needs and Disabilities matter, she/he should follow the procedures laid down in the School's Complaints Policy. This can be accessed through the school's website or on the link listed below:

<https://www.uhhs.uk/ckfinder/userfiles/files/Complaints%20Policy.pdf>

If you have any questions about the information listed in this policy, please contact either the school SENCO, Miss M Potter, Assistant SENCO, Mrs E Davis or the Lead for Behaviour and Attitudes and Line Manager for Learning Support, Mrs R Bond

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