



The Eaglewood School

"Raising Aspiration and Changing Lives"

SEND Policy

POLICY DETAILS

Subject and Version of Document:	SEND Policy 2023
Author:	Miss L Young/ Mrs M Strachan
Persons/Committees consulted whilst document in draft:	Local and National Guidance and Stakeholders
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Headteacher Target Audience:	All Staff; Parents/carers; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Annually**.

Special Educational Needs and Disabilities Policy

Status

Statutory

Purpose

We at The Eaglewood School believe that each student has individual and unique needs. However, some students require more support than others to make good progress. We acknowledge that a significant proportion of students will have special educational needs or a disability (SEND) at some time in their school career. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to make good progress, we must recognise this and plan accordingly. The Eaglewood School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and the curriculum. In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion considered in any matters affecting them
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents of children with SEND, other professionals and support services

- ensure that the responsibility held by all staff and governors for SEND is implemented.

Who/what was consulted?

We consulted local and national guidance. We value and reflect the views of all stakeholders.

Relationship to other policies

This policy links with the policies on admissions, data protection, health and safety, recognition, relationship and behaviour policy and whistle blowing, supporting children with medical needs and to the complaints procedure. There is also a school accessibility plan which supports this policy.

Equality impact

This policy will help to ensure that the school takes positive action to support vulnerable students.

Rationale

This policy aims to set out the school's approach to SEND and how the school complies with legislation in the Children and Families Act 2014 and The Equality Act 2010. Our policy seeks to close the gap between students identified with SEND and other students of the same age. A primary part of our provision is providing high quality learning experience in the classroom for all students, including those with SEND.

We do this by:

- Providing support and advice to staff working with students with SEND.
- Using SEND guidance from Hampshire Local Authority to identify SEND and plan and make additional provision (*SEND Support: Guidance for early years providers, mainstream schools and colleges.*)

The Code of Practice, 2014 describes 4 categories of need:

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

Needs are identified by:

- Liaison with primary schools and commissioning schools
- Screening tests and other assessments
- Concerns raised by parents or students
- Concerns raised by teachers
- Concerns raised by other professionals involved with young people.

Factors which may affect progress but do not constitute SEND are:

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

A Graduated Approach to SEND Support

- At The Eaglewood School all teachers are responsible and accountable for the progress and development of all students in their classes, including where students access support from support staff.
- It is important to distinguish between support available to all students at risk of underachievement and SEND Support for students identified as having a special educational need.
- SEND Support is determined by the SENDCOs’ based on guidance in *SEND Support: Guidance for early years providers, mainstream schools and colleges*. Interventions to support an individual’s progress are determined based on this. A student may have a recognised disability (e.g. dyslexia) but may not meet the criteria and threshold for SEND Support.
- For higher levels of need the school draws on the support of a wide range of other professionals. If the school believes that it cannot meet a student’s needs through SEND

Support then a Statutory Assessment may be requested. A parent may also make a request for a Statutory Assessment directly to the Local Authority.

- Students are placed on SEND Support based either on information from a previous school at transfer or in consultation with staff and a student's parents where new needs are identified.
- Student's needs will be assessed, planned for and progress reviewed after an appropriate intervention. This will be on a termly cycle.
- The SEND Register will be reviewed at least three times a year.
- The SENDCOs' respond to all phone calls and emails from parents (usually within 48 hours) who have a concern their child may have SEND.
- Each student identified with SEND will have a profile providing staff with information about their strengths needs and strategies to support them.
- Staff have regular training related to SEND and access to strategies/advice for each need type.

Criteria for Exiting the SEND Register/Wider Support for SEND Students

- Students will be removed from the SEND Register if they no longer meet the criteria set out in Hampshire's guidance *SEND Support: Guidance for early years providers, mainstream schools and colleges*. This decision will usually be made at the termly review.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor, who takes particular interest in this aspect of the school.

The headteacher has responsibility to:

- manage all aspects of the school's work, including provision for SEND students
- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for students with SEND
- ensure students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- ensure that the progress and attainment of students with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- liaise with commissioning schools regarding SEND needs.
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Special Educational Needs Co-ordinators (SENDCOs') have a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify students with SEND
- carry out detailed assessments and observations of students with specific learning problems
- take part in LA assessment to ascertain whether a child needs an Education and Health

Care plan or upon consideration of a place at Eaglewood School to respond to LA information requests that seek to establish how far the school can meet the needs of a young person with SEND.

- co-ordinate the provision for students with SEND
- support class teachers in devising strategies, drawing up Student Profiles, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- liaise closely with parents of students with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, especially for children with Education and Health Care plans
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of students with SEND
- contribute to the in-service training of staff
- manage learning support staff/teaching assistants

Class teachers are responsible for:

- including students with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for students with SEND.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any student with SEND
- they have regard to the requirements of the SEND Code of Practice (2014)
- the progress and attainment of children with special educational needs and/or looked-after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they publish all statutory information on how the school meets the needs of students with SEND, including the SEND policy
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
- the quality of SEND provision is regularly monitored.

Arrangements for complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENDCOs'. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to refer to the procedures in the complaints policy which can be found on the school website in a paper copy from Mrs S Gray.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCOs' and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts
- performance data for students registered with SEND
- analysis of exclusions data

- regular monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from students, parents and staff, both formal and informal, following meetings to produce bespoke packages where appropriate.

The governing body will monitor and evaluate this policy and progress and attainment of children with SEND (anonymised), by seeking feedback from students and parents, and external agencies about the school's practice.