



Teign School SEND Policy

Approved date	January 2021
Version	2
Author initials	SB
Review date	January 2022

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Introduction

The aims of this policy are to:

- Outline how Teign School will support and make provision for students with special educational needs and disability (SEND);
- Explain the roles and responsibilities of those involved in providing for students with SEND.

This policy was developed in consultation with parents/carers, SLT, the SEND Governor and pays due regard to:

- The SEND Code of Practice: 0 to 25 years, July 2014;
- Part 3 of the Children and Families Act 2014 and associated regulations;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN Information Report;
- Equality Act 2010: advice for schools DFE, Feb, 2013.

The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCO). The Governing Body, Headteacher and the SENDCO will work together closely to ensure that this policy is working effectively.

1.1 Philosophy

The staff and Governors of Teign School will use our best endeavours to ensure that all students with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of students with SEND. With this as an underlying principle, we believe that:

- *All teachers are teachers of Special Educational Needs;*
- *Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.*

Teign School will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities (SEND). We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

Teaching and supporting students with SEND is a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them: namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

Teign School regards students as having SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) 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;
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

There may be times in a student's school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is **'additional to or different from'** the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Further factors which are not SEN but may impact on progress and attainment 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 SEN);
- Attendance and Punctuality;
- Health and Welfare;
- English as an additional language (EAL);
- Being in receipt of the Student Premium Grant;
- Being a Looked after Child;
- Being a child of a Serviceman/woman.

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need as behaviour is not an identified SEN; however, underlying SEN might impact on behaviour.

Areas of Special Educational Need

There are four broad categories:

a) Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Communication and interaction needs include:

- Autistic Spectrum Disorder (ASD);
- Speech Language and Communication Needs (SLCN).

(Special educational needs and disability code of practice, 0-25, 6.28)

b) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SPLD) which affect one or more specific aspects of learning and encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia;
- Moderate Learning Difficulties (MLD);
- Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication;
- Profound and multiple learning difficulties (PMLD), severe and complex learning difficulties likely as well as a physical disability or sensory impairment.

(Special educational needs and disability code of practice, 0-25,6.30)

c) Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other disorders may be:

- Attention Deficit Disorder (ADD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Attachment disorder.

Teign School has clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other students.

(Special educational needs and disability code of practice, 0-25,6.32)

d) Physical and/or sensory needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Such difficulties may be:

- Vision impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI), a combination of vision and hearing difficulties.

Identifying and Supporting Students with SEN and Assessing their Needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Where a student is making inadequate progress or falls behind their peers (data tracked half-termly), additional support is provided under the guidance of the subject teachers.

The Graduated Approach

When considering whether a student has a special educational need any of the following may be evident:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- Working at levels significantly below age expectations, particularly in literacy or numeracy;
- Presenting persistent social, emotional and/or mental health issues, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher works with the School's Special Educational Needs Coordinator (SENDCO) to agree appropriate support. We follow the graduated approach of Assess-Plan-Do-Review as outlined in the Special educational needs and disability code of practice, 0-25 years.

When deciding whether special educational provision is required, we will assess areas of need, and discuss the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers.

Where it is decided that a student has SEN a SEN Support Plan is created and the assess-plan-do-review cycle is followed.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students including those with SEND follows the School's assessment and monitoring calendar which is half-termly. In addition, the graduated approach of following the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the student is removed from the School's SEND register.

Where, despite the School having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the child has not made expected progress, the School or parents/carers consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of review helps to support the Local Authority in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on the behalf of the Local Authority and completes the appropriate paperwork for this process.

Roles and Responsibilities

The Headteacher:

- Work with the SENDCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

SEND Governor:

- Help to raise awareness of SEN issues at Governing Body meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this;
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

Local Governing Body will:

- Follow the guidelines as laid down in the SEND Code of Practice (2014) and;
- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer;
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND;
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND;
- Inform parents when they are making special educational provision for a child;
- Ensure that arrangements are in place in schools to support students at school with medical conditions;
- Have a clear approach to identifying and responding to SEND;
- Record accurately and keep up-to-date the provision made for students with SEND;
- Publish information on their websites about the implementation of the board's policy for students with SEND (the school SEN information Report);
- Publish information about the arrangements for the admission of students with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans;
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCO) for the school;
- Determine their approach to using their resources to support the progress of students with SEND.

The SENDCO:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching;

- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all students with SEN up-to-date.

Teaching staff:

- Responsible for the progress and development of every student in their class even where students access support from teaching assistants or specialist staff;
- Provide high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support students with SEND and their knowledge of the SEND most frequently encountered;
- Set suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCO to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment;
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Ensure they follow the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.

Learning Coaches:

- Support students with SEND and the wider school population;
- Liaise with the class teacher and SENDCO on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review);
- Follow the cycle of assess, plan, do, review when delivering intervention programmes;
- Monitor progress against targets;
- Assist with drawing up SEN Support Plans for students as required;
- Contribute to the review progress, either in person or with a written report;
- Work with small groups in or out of the classroom, under the direction of the class teacher;
- Jointly plan with teachers, where appropriate;
- Support students on Educational Visits as required;
- Ensure they follow this SEN policy.

Other roles

- A Deputy Headteacher is the designated teacher with specific safeguarding responsibility.

- The SENDCO is also responsible for managing the Looked after Children funding and the Student Premium Grant.
- An Assistant Headteacher is responsible for managing the school's responsibility for meeting the medical needs of students;

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the School and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At the School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child;
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Understand procedures and documentation;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision;
- Are provided with relevant resources so they reinforce learning in the home.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability), eg during reviews, questionnaires, parents' evening, through the School Council.

Bullying

The School has an Anti-bullying policy and takes steps to mitigate the risk of bullying of vulnerable learners at the school.

Devon Information and Advice Service (DIAS)

Parents/carers are able to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support for SEND (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Contact details:

<https://www.devonias.org.uk> EMAIL: devonias@devon.gov.uk TEL: 01392 383080

Devon's SEND Local Offer

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send . This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

The SEN Information Report

The school's SEN Information Report is revised annually and provides important information for parents/carers, eg details of which agencies the School has worked with in the last 12 months. This report can be found on the School website and is updated annually.

Training and Resources

Allocation of resources:

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes;
- This support may take the form of differentiated work in class, support from a Learning Coach in focused intervention in groups, or for individuals;
- Specialist equipment, books or other resources that may help the student are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD when Quality First Teaching is addressed.
- The SENDCO and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of students with SEND.
- Learning Coaches are engaged in ongoing training whereby the role of the learning coach is developed, eg CPD to support students with anxiety.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Funding

Funding for SEN in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their students with SEND from their SEND budget. Students with Educational and Health Care Plans have additional funding to support the higher level of support needed.

Personal Budgets

A personal budget is an identified amount of funding that the Local Authority (LA) can give to a child's parent(s) or a young person (over 16 years) in order to secure particular provision that is specified, or proposed to be specified, in the Education, Health and Care Plan (EHCP).

Personal budgets and direct payments can be requested by a child's parents or a young person once the LA has agreed to prepare an EHCP or during a statutory review of the EHCP. Local Authorities must consider each request for a personal budget on its individual merits.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way. The Early Help Assessment and Right for Children are systems used to support multi-agency working. These systems support us in bringing together health and social care needs, as well as special educational provision through the Team around the Family (TAF).

The School recognises that students with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the School complies with its duties under the Equality Act 2010. Please see the School's Medical Policy for further details. The Single Equality Policy, the Intimate Care Policy and the Accessibility Plan may also be relevant.

Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education liaises with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This enables optimum opportunities for educational progress and achievement.

Admissions Arrangements

No student is refused admission to the school on the basis of his or her special educational need or disability in line with the Equality Act 2010. We use our best endeavours to provide effective education. Admission arrangements are outlined in the school's Admissions Policy.

Equality and Inclusion

In line with the Equality Act 2010, we make 'reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (*Special Educational Needs and Disability Code of Practice: 0-2, 6.9*)

Accessibility

Most students follow the curriculum: however, a small number have a personalised curriculum to match their individual needs.

The school is a safe and accessible building and is fully wheelchair accessible. Disabled toilets are on each floor. Safeguarding procedures and risk assessments are in place and adhered to by all staff. The school has an accessibility plan.

External services can be contacted for advice/ securing the provision of additional equipment/facilities to meet the needs of a student with SEND where needed.

Students with SEND are encouraged to engage in activities with children who do not have SEND through school trips or clubs, eg drama, photography, sports clubs.

Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENDCO deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and stored in school.
- Documentation relevant to the last Review is forwarded to Post 16 placements.

Storing and Managing Information

Documentation relating to SEN is stored securely in line with the school's protocol on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept).

Complaints

Any complaint in respect of this policy should be done via the school's Complaints Policy.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings;
- Recorded views by teachers on students' competence, confidence and social acceptability;
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results;
- Evidence of planning and targeted expenditure for SEND;
- The SENDCO reviewing procedures in consultation with subject leaders, and outside agencies;

- Feedback from departments, outside agencies;
- Number of complaints received.