

Easthampstead Park Community School

Special Educational Needs and Disability Policy



'A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.'

The school will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

SEND Support in School

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective educational provision in place. This SEND support will take the form of a four-part cycle through a graduated approach of assess, plan, do and review. (See section 6.4 Special Educational Needs and Disability Code of Practice, 2014.)

Aims

At Easthampstead Park Community School we believe that all students have the right to a broad and balanced curriculum and that they have access to a challenging and broad curriculum pitched appropriately at their level whatever their prior attainment so that each student is a valued, unique individual that can achieve their potential.

Objectives

The objectives of our policy are:

- To identify and monitor individual needs from the earliest possible stage of transition so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum and any adjustments are monitored via the provision map to meet the needs of students with special educational and where necessary ensure that any targets set are specific, measurable, achievable, realistic and time related;
- To involve students and parents/carers in the regular dialogue where a student is receiving SEND support, to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, student and the school, in support of the students' progress.
- To ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for students who have special educational needs.

Roles and responsibilities

Governors' role

The Governing Body of EPCS must:

- Publish information on the school website about the implementation of the school's policy for SEND updating it annually.
- Do its best to ensure that the necessary provision is made for any student who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher who delegates to the SENCO – has been informed by BFC that a student has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- Ensure that a student with special educational needs join in the activities of the school, together with students who do not have special educational needs, so far as is reasonably practical and

compatible with the student receiving the special educational provision their learning needs or disabilities call for.

- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties towards all students with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole;
- Have a written SEND policy containing the information as set out in the Special Educational Needs and Disability Code of Practice (2014) and in association with the Children's and Family Act 2014 and the regulations associated including the Special Needs and Disability Regulations (2014), The Special Needs (Personal Budgets) Regulations (2014).
- Report to parents/carers on the implementation of the school's policy for students with special educational needs; and
- Ensure that there is a qualified teacher designated as SENCO for the school.

The governors 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 SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Raising Attainment 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;

SENCO's responsibilities:

The SENCO is responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.

The key responsibilities of the SENCO involve:

- Overseeing the day to day operation of the school's SEND policy;
- Co-ordinating provision for students with SEND including the Deployment of the HLTA leads in school and oversight of the deployment of LSAs;
- Liaising with the relevant Designated teacher where a looked after student has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of students with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support service.
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned.
- 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 students with SEND up to date and complies with the Data Protection Act 2018 and GDPR.

Arrangements for coordinating provision for students with SEND

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, HLTA, Learning Support Assistants or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's coordinated

arrangements which appear in the Provision Map. A Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENCO and Governors will normally oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions' policy is based on the agreed Bracknell Forest Council policy. We strive to be a fully inclusive school. All students will be treated according to their needs, in line with the school's policy for equality of opportunity. Where a student has a particular need, the governors will make reasonable adjustments to ensure the student's needs are fully met. If a student is transferring into the school with an EHCP or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of BFC to ensure that their needs can be met within the school.

Specialist facilities

There are no specialist facilities or special unit in the school.

Resources

- Most of the resources used by students having special educational needs are available for them to access within the classroom.
- Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy.
- Any requests for further additional resources should be made to the SENCO.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs and Disability Code of Practice, 2014.

This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that student's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Where possible, we will try to meet every student's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the students in our school. However where through careful identification and assessment we and/or the parents/carers determine that a student is not making adequate progress, the Subject Teacher/Head of Department/ Head of Year will consult the SENCO. They, in conjunction with the student and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the student needs help over and above that which is normally available within the class or school we will help the student and they will be placed on the SEND register. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary access to specialist equipment or software.

Requesting an Education, Health and Care Needs Assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the student and the student has not made expected progress, the school or parents will consider requesting an Education, Health and Care (EHC) needs assessment by the Local Authority.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

Publishing Information: SEND information report

The school will publish its Local Offer on the school website. The information published will be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out under the Special Educational Needs and Disability Code of Practice, 2014 and includes the following:

- The kinds of SEND that are provided for
- Policies for identifying students with SEND and assessing their needs, including the name and contact details of the SENCO.
- Arrangements for consulting parents of students with SEND and involving them in their child's education.
- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing student's progress towards outcomes. This should include the opportunity available to work with parents and students as part of this assessment and review.
- Arrangements for supporting students in moving between phases of education and in preparing for adulthood.
- The approach to teaching students with SEND.
- How adaptations are made to the curriculum and the learning environment of students with SEND.
- The expertise and training of staff to support students with SEND.
- Evaluating the effectiveness of the provision made for students with SEND.
- How students with SEND are enabled to engage in activities available with students who do not have SEND.
- Support for improving emotional and social development.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students SEND and supporting their families.

Links with other schools

Students with SEND who transfer from other schools are supported through their induction to the school by the tutor, SENCO and by Learning Zone staff to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from EPCS usually visit feeder schools and specialist staff from the Learning Zone also maintain close liaison which continues into Year 7.

Reviewed and Revised:

September 2018

Responsibility for implementation and Review:

*Assistant Head Inclusion
Learning and Progress Committee*

Date of next review:

Autumn 2019