

Carshalton Boys Sports College

Policy	SEN
Policy Number:	S05
Review Date:	Sept 2021
Approved by the Governing Body Committee:	
Next Review Date:	Sept 2022

At our school, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This policy is intended to address students with special educational needs (SEN) and students who have disabilities.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and is written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DFE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with medical conditions (April 2014)
- Safeguarding Policy
- Teachers Standards 2012

The Principal and Governing Body have delegated the responsibility for the on-going implementation of this SEND policy to Paul Farr, Assistant Principal & SENCO and Alison Morgan, Assistant SENCO.

The SENCO's are fully qualified in line with Clause 64, Children's and Families Bill 2014 and have responsibility for the co-ordination of SEN provision for students with SEND, and working with the Assistant Head in reporting regularly to the Principal and the Governor with Responsibility for SEN, on the on-going effectiveness of this SEND policy.

All staff in school have a responsibility for Quality First Teaching maximising achievement and opportunity for vulnerable learners.

All teachers are teachers of students with special educational needs. Teaching such students is, therefore, a whole-school responsibility, requiring a whole school response.

1. Basic information about our SEN provision

The legal definition of special educational provision for children aged two or over is as follows: *'Educational provision which is additional to, or otherwise different from,*

the educational provision made generally for children of their age in school (other than special schools)'.

At our school, we interpret this to be:

'Students have SEN if they have a learning, emotional or social difficulty which significantly impedes their academic progress.

'Students with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them: that is anything that is additional to, or different from, what is normally available in school.'

The SEND Code of Practice describes the four broad categories of Need

Cognition and Learning Needs:

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), affect one or more specific aspects of learning, this can encompass 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 have associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Communication and Interaction Needs:

Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or understanding and using social rules of communication. The profile for every child with Speech, Language and communication Needs (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.

Children and young people with ASD & PDA, including Asperger's syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can have an impact on how they relate to others.

Social, Emotional and Mental Health Needs (SEMH)

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 children and young people may have disorders such as Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require 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. Many children and young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the curriculum and environment. Children and young people with an MSI have a combination of vision and hearing difficulties.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a student into a category but consider their needs.

A range of evidence is collated through primary liaison, teacher assessment and monitoring and consultation with the SEN co-ordinator, to decide whether additional and/or different provision is necessary or if an EHC assessment is needed.

2. Objectives

The specific objectives of our SEN policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all students make the best possible progress.
- To ensure that students with SEN and disabilities join in with all the activities of the school.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers.

3. Role of Governors

The efficacy of the school's SEN policy and practice is judged against the objectives set out above. The following procedures take place at least annually:

- Success criteria will be reviewed annually.
- Where appropriate, new success criteria will be determined by the head teacher and governing body.

- The governing body will report annually on the successful implementation of the policy.
- The governing body will report annually on the effectiveness of the provision made.
- The governing body will ensure that appropriate special educational provision is made for all pupils identified as in need of it.
- The governing body will ensure that the Information Report includes the detail of the range of support made in the school each year in response to identified needs.

The governing body co-operates fully with the local authority (LA) admissions criteria. The governors' admission policy has due regard for the guidance in the code of practice. It ensures that SEN is in line with the London Borough of Sutton Local Offer.

4. SEN leadership

The named Assistant Principal responsible for SEN is Paul Farr who has undertaken and completed the National Award for SEN Coordination and is now a qualified SENCO.

Alison Morgan remains at the school and is a qualified SENCO and teacher of SEN.

The governing body will appoint a governor to take a special interest in SEN.

The governing body as a whole is responsible for the provision for pupils with SEN.

SEN leadership also includes the Learning Coordinators and Pastoral Support Officers for each year group.

Specific responsibilities of SEN leadership include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for all students with SEN.
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all students with SEN.
- Liaising with parents.
- Contributing to in-service training of staff.
- Liaising with the LA in initiating and supporting students who already have or are in need of an EHC plan.

5. Admission arrangements

We welcome students with SEN with an EHC plan in our mainstream school.

Applications from parents of students with SEN but no EHC plan will be considered on the basis of the LA's published admissions criteria, which, as an academy, we follow.

Allocation of resources to and amongst students with SEN

- We recognise the legal duty on governors to inform parents when special educational provision is being made at school for a student.
- We inform parents/carers when special educational provision is being made through face-to-face meetings with the SEN Co-ordinator and/or Learning Coordinators/Pastoral Support Workers. If such meetings are not possible, then alternative arrangements are made including interim reporting, meetings with Learning Coordinators or correspondence via email/telephone
- We encourage parents/carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision which is being made for them as part of our continuing dialogue.
- We ensure that the significance of passports/ individual education plans (IEPs) and EHC plans is carefully explained to parents and students.
- We allot additional resources from the pupil premium funding to any SEN student who is eligible.
- We adopt a graduated response in order to help students with SEN, recognising that there is a continuum of special educational needs.
- Where students' progress is not adequate, we confer with the student, parents and staff to request the LA for an EHC assessment. An EHC plan is then drawn up and jointly agreed. We then work with the other plan commissioners to ensure that it is followed, monitored and reviewed.

6. Arrangements for providing access for pupils with SEN

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum. (See accessibility plans.)

7. Criteria/methods for evaluating success of education provided for students with SEN

Our policy provides clear and comprehensive evaluation criteria, which include:

- Successful integration of students at points of transition.
- Parental comments and feedback.
- Successful collaboration with external agencies for students with or without an EHC plan.
- The maintenance of accurate, up-to-date records by the SEN co-ordinator, Learning Co-ordinators and Pastoral Support Officers
- Evidence from monitoring classroom practice by the school's senior management/SEN Co-ordinator/Learning & Inclusion Officer
- Analysis of student tracking data and test results (for individuals and groups of students).
- Value added data for students on the school's SEN register (for example, to show a link between financial input and student outcomes, especially if the student receives the pupil premium).
- Monitoring of procedures and practice by the designated SEN governor.
- School's self-evaluation.
- Evidence from Ofsted inspection reports.
- School improvement plan.

8. Complaints procedure

Our school's complaint procedures are set out on the school website. Each child's form tutor/Learning Coordinator works closely with parents at all stages in his education and should always be the first port of call in case of any difficulty. We encourage parents to discuss their concerns with the form tutor, the PSO assigned to the Year Group, the SENCO, the Assistant Head for Inclusion and finally the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Any student with an EHC plan is entitled under the LA's Local Offer to receive information on action to take concerning complaints, disagreements and how to access mediation if needed. The school can make further information about the process available on request.

9. In-service training/continuous professional development (CPD)

Our school makes an annual audit of the needs for all staff taking into account school priorities as well as individual professional needs. School uses funding each year to meet identified training needs. Particular support is given to NQTs and other new members of staff. Our SEN Co-Ordinator/ Learning & Inclusion Officer has responsibility for prioritising the training needs of staff. CPD is also delivered via the weekly staff bulletin.

10. Student welfare

We endeavour to show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child. We ensure that all students have a mechanism for expressing their views through the school council/student voice.

11. Links with other services such as health, social care and voluntary agencies.

The local offer which we publish on our website highlights all of the possible services and agencies we have access to. The access to these services and agencies is dependent on the specific need of the child

Please look at our local offer on our website and the London Borough of Sutton website.

The London Borough of Sutton's Local Offer can be found on the borough website

<http://localoffer.sutton.gov.uk>