SEND Policy

<table>
<thead>
<tr>
<th>Document title</th>
<th>SEND Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version number</td>
<td>1.0</td>
</tr>
<tr>
<td>Policy status</td>
<td>Approved</td>
</tr>
<tr>
<td>Date of issue</td>
<td>3rd September 2020</td>
</tr>
<tr>
<td>Date to be revised</td>
<td>August 2021</td>
</tr>
<tr>
<td>Owner</td>
<td>Julie Nicholls</td>
</tr>
<tr>
<td>Author</td>
<td>ESCC</td>
</tr>
</tbody>
</table>

Revision log (last 5 changes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Version No.</th>
<th>Brief detail of change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

This model special educational needs (SEN) is based on the SEN Code of Practice published in July 2014. Much of the wording is taken directly from the Code of Practice.

Special Educational Needs Policy

Every teacher is a teacher of every child or young person, including those with SEN.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)

Our aims at Uplands are as follows:

- Ensuring that all students with SEND have access to a broad, balanced, and relevant curriculum, consistent with the whole school curriculum policy to enable them to make good progress.
- Ensuring that special educational needs of students are identified and addressed through an early diagnosis of learning needs. This includes contact with feeder schools and parents, routine screening, specialised testing, classroom observation and liaison with subject teachers, outside agencies and specialists. This information is used to shape curriculum, academic and pastoral planning for the student.
- Ensuring that students with SEND are educated, wherever possible, alongside their peers.
- Fostering educational and social inclusion. Students with special educational needs and disabilities are fully involved in the life of Uplands, including participation in extra-curricular activities, trips and visits.
- Ensuring that provision for students with SEND is flexible and matches the nature of their individual needs. Principally this is achieved through Quality First Teaching - the teacher’s knowledge of each student’s skills, abilities and needs and the teacher’s ability to use this knowledge by identifying and providing appropriate ways of accessing the curriculum for every student (supported by the student passports).
- Ensuring that faculties, subject areas and those with pastoral responsibilities demonstrate commitment to the SEND policy ensuring that learning for all students is given equal priority and that available resources are used effectively.
- Monitoring through the Heads of Faculties, SENCO and SLT the progress of students and the deployment of appropriate resources within their subject areas. Heads of Faculties and teaching
staff liaise with the Learning Support Team as appropriate.

- Ensuring that EHC (Educational Health Care plan) assessments are sought when the student has demonstrated appropriate cause for concern or when transferring from their Statement (in consultation with the LA).
- Ensuring continuity of provision within and between educational institutions.
- Promoting the involvement of parents and carers in meeting the needs of students with SEND.
- Ensuring that all EHC reviews of statement and EHC students are held in accordance with the Code of Practice.

Children/young people = a student

**Name of school**: Uplands Community College  
**Address**: Lower High Street, Wadhurst, East Sussex TN5 6AZ  
**Telephone number**: 01892 782135  
**Email and web addresses**: office@uplandsc.com and www.uplandsc.com  
**Principal**: Mrs J. Mountford  
**Special Educational Needs Coordinator**: Ms J. Nicholls  
**Chair of Governors**: Mrs D. Coslett  
**SEN Governor**: Designated Teacher for looked after children. Designated Child Protection teacher.

**Introduction**

This policy sets out our approach to supporting children/young people with special educational needs (SEN). For more information about how we support children/young people with SEN please also see our Local Offer for SEN / SEN information report that is updated annually.  
[www.ourschoolwebsite/localofferforSEN](http://www.ourschoolwebsite/localofferforSEN)

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEN.  

**Other school policies that include information that may be important for pupils with SEN are:**

- Behaviour policy  
  [www.ourschoolwebsite/behaviour](http://www.ourschoolwebsite/behaviour)

- Equalities policy  
  [www.ourschoolwebsite/equalities](http://www.ourschoolwebsite/equalities)

- Accessibility plan  
  [www.ourschoolwebsite/accessibility](http://www.ourschoolwebsite/accessibility)

- Anti-bullying policy [www.ourschoolwebsite/antibullying](http://www.ourschoolwebsite/antibullying)

The policy is divided into sections:

- Leadership and Management of SEN
- The kinds of special educational needs that are provided for in our school
- Identification and Assessment of SEN
- Working in partnership with parents
- Involving children/young people
- Assessing and reviewing outcomes
Leadership and Management of SEN The SENCO

Our SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Our SENCO provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. Our SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high-quality teaching.

Our SENCO is Julie Nicholls.

She achieved the award in July 2019.

The Governors

Our Governing Body fulfils its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions (3.66)
- An SEN information report is published annually (6.79)
- There is a qualified teacher designated as a SENCO for the school. (6.84)

In addition, our governing body works with the SENCO and Headteacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- **Cognition and learning** – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
• **Social, emotional, and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other *children/young people* may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

• **Sensory and/or physical needs** - this includes *children/young people* with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

  (6.28-6.35)

*Children/ young people* with any of these needs can be included in our school community.

### Identification and Assessment of SEN

The Learning Support Department works closely with the Pastoral support team. In line with our Good Behaviour Policy, Heads of Year refer students to the SENCO if a specific number of behaviour points have been accrued by a student. This will then be investigated to see if there is an underlying SEN need.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Prior to transition to Uplands in Year 6, the Learning Support Dept will have asked feeder primary schools for information regarding students’ additional needs. The SENCO will have been involved in visiting primary schools where appropriate, including attending review/annual review meetings. Information about students with SEN is then communicated to teaching staff to allow them to plan high quality teaching appropriate to their needs.

At the beginning of Year 7 all students are tested using the GL Exact literacy assessment. This comprises standardised tests of word recognition, reading comprehension and reading speed, spelling, and writing to dictation (typing speed and handwriting speed). This helps us to identify students who will need extra literacy support & exam access arrangements.

We use other appropriate scales (Leuven, communication and interaction scales and emotional & behavioural development scales) to identify other support.

We will assess each pupil’s current skills and level of attainment on entry to the school We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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

The first response to less than expected progress will always be high quality teaching targeted at the pupil’s area of weakness.

In identifying a child as needing SEN support, the *class/subject teacher*, working with the SENCO, will carry out a clear analysis of the pupil’s needs including the individual’s development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a *child/young person* has SEN. (6.21,
We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

We recognise that parents know their children best and listen and understand when parents express concerns about their child’s development. We also listen and address any concerns raised by children/young people themselves. (6.20)

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report. (6.43, 6.48, 6.73, 6.83)

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex, an early years/school/college-based SEN support plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child/young person, the child/young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. (6.63)

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child/young person’s SEN. An EHC needs assessment will not always lead to an EHC plan. (6.63)

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child/young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

**Working in partnership with parents**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Communicate with the parents of young people so that they are informed about their child’s progress.
- Provide an annual report for parents on their child’s progress.

If there are any disagreements with parents about SEN support for their child/young person, we will work with them to try to resolve these. If parents have a complaint, they can use the school’s complaints procedure. Details about this are available from the school office or on the school website.
**Involving children/young people**

We are committed to involving children/young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children/young people.
- Provide children/young people with the information and support necessary to enable full participation in decision making.
- Support children/young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- (1.1)

**Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child/young person’s progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

SEN support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date. (6.43, 6.53)

**Reviewing an EHC plan**

EHC plans are used to actively monitor children/young people’s progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person’s progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a health service representative, and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)
**Transition**

The great majority of children/young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children/young people so that they are included in social groups and develop friendships. This is particularly important when children/young people are transferring from one phase of education to another.

(6.57, 8.7, 8.8)

If a child/young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer. (9.179)

We ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. For pupils with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post-16 study programme tailored to their needs.(6.13, 8.26, 9.184)

**The approach to teaching children with SEN**

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

**Curriculum and learning environment**

All pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEN. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children/young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN. (6.12, 6.82, 1.34)

**Training and continuing professional development (CPD) for staff**

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50)

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

**Evaluating the effectiveness and impact of SEN provision**

We maintain an overview of the programmes, and interventions used with different groups of pupils to
provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

We will communicate with students and parents to review the impact of SEN provision at all levels of support. This will be for students who have a pupil passport, an Additional Needs Plan or an EHC Plan.

We will publish an annual SEN report on the school website. (6.79)

**Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity, and fostering good relationships. Pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity. (xix, 8.8)

**Emotional and social development and well-being**

We support the emotional, mental and social development of children/young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for pupils’ spiritual, moral, social and cultural development.

The Learning Support Department is open to students before school, at break and lunch times.

Students will be able to come in to find a quiet safe place to eat, talk to friends or discuss any problems they may have with a member of the Dept, as there will always be someone on duty during these times.

**Involving specialists**

We will always involve a specialist where a child/young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. (6.59)

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child/young person’s progress. Together, we agree the needs of the child/young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child’s life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

**Funding for SEN**

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school
budget including any resources targeted at particular groups such as the pupil premium. (6.96, 6.97)

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. (6.99)

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95, 9.98)

**Data Protection**

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child’s parents or the young person, except for specified purposes or in the interests of the child/young person. (9.211)

See our Data Protection policy for more information.

**If you have any questions about this policy, please contact the SENCO or Principal as detailed above.**

This policy sets out our approach to supporting children/young people with special educational needs (SEN). For more information about how we support children/young people with SEN please also see our Local Offer for SEN / SEN information report that you can find on our website.

www.ourschoolwebsite/localofferforSEN

This policy was developed by ......................

This policy was written on ..............................

Parental Consultation completed on....................

Ratified by Governors.................................

Review due............................................

**Appendix: Legislation and policies**

**Statutory policies for schools**

Schools are required to have the following policies in place: (DfE advice published February 2014)

Accessibility Plan Admission Arrangements
Behaviour Principles written statement Child Protection policy and procedures Complaints procedures
Early Years Foundation Stage
Equality Information and Objectives statement Data Protection
Health and Safety
Home-school agreement document Published School Information School Behaviour
Sex Education
Supporting pupils with medical conditions Relevant but non-statutory policies include:
Anti-bullying Pupil Premium
Teaching and Learning

Listed below are the regulations and legislation that are relevant to this policy.
Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children/young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100 Equality Act 2010
- Education Act 1996
- Data Protection Act 1998

Regulations

The Special Educational Needs and Disability Regulations 2014 Government guidance about SEN:


Other government guidance


http://www.justice.gov.uk/tribunals/send/appeals


http://www.sendpathfinder.co.uk/infopacks/

http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund

http://webarchive.nationalarchives.gov.uk/20130903171627/http:/www.education.gov.uk/schools/pupil support/inclusionandlearningsupport/onenetuition/a00199972/provision-mapping


http://webarchive.nationalarchives.gov.uk/+/dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/L
