



# Special Educational Needs, Disabilities and Inclusion Policy

This policy applies to all members of our school community including those in our EYFS setting.

## Introduction

This policy is in line with our teaching and learning objectives and equality of opportunity ethos and aims to support inclusion for all our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils.

Responsibility for the management of this policy falls to the head teacher, the day to day operation of the policy is the responsible of the special education needs coordinator. The Governing Body, the Headteacher and the SENDCo will work closely to ensure that this policy is working effectively.

## Rationale

Silcoates School is committed to ensuring that the necessary provision is made for every pupil in the school community, to ensure we are giving all our pupils every opportunity to achieve their academic potential. Our school is passionate about inclusive education for all and aims to identify Special Educational Needs and/or Disabilities (SEND) swiftly in order to overcome barriers to learning so that all pupils make good progress: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the school's ethos. We respect the unique contribution that every individual can make to our school community.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less” (SEND Code of Practice 0-25, 2014).

“All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response” (Ofsted 2014).

## Compliance

The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Statutory guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers Standards

This policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and pupils with SEND.

The school's Special Educational Needs and/or Disabilities Coordinator (SENDCo), Dr Anna Russell (NASENCo award), can be contacted via email at [annarussell@silcoates.org.uk](mailto:annarussell@silcoates.org.uk) or by telephoning 01924 291614. Mrs Rebecca Dews is the SLT SEND link.

## Aims

Silcoates School is committed to providing an appropriate and high-quality education to all students. We believe that all students have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting students with SEND. Some peoples will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEND support*.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

## Objectives

- To ensure a clear and effective process for identifying and assessing pupils with SEND;
- To inform subject teachers, and those with pastoral responsibility for the pupil, of the pupil's special educational needs and/or disability;
- To develop effective whole school provision for students with special educational needs and/or disabilities to facilitate pupils' progress and integration into whole school life;
- To review progress towards targets and amend provision as appropriate, with students and their parents/carers at the centre of the assess, plan, do, review cycle;

- To deliver training and support for all staff working with pupils with special educational needs and/or disability in order to develop our practice within the guidance set out in the Code of Practice 0-25, January 2014;
- To ensure the old pupils with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment;
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education;
- To take the views, wishes and feelings of every pupil into account, and involve them as fully as possible in decision making about their own education.

## Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice 0-25 (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEN may 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.**’*

A pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

## Liaison with feeder setting/schools

Feeder settings/schools are contacted prior to transfer. Information is shared, including from any outside professionals working with the pupil, about any pupil who has been identified as having, or previously having, an additional learning need. Where possible, the SENDCo will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

## Individual diagnostic assessments

Individual diagnostic assessments are used for pupils where there are concerns. Skills in Cognition and Learning will be carefully looked at together with progress, both previous and present.

## **Staff referrals**

Members of staff consult with the SENDCo if they believe a pupil may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

## **Referrals by parents or carers**

Any parent may express concern. We welcome any parent into school who may have any queries, or this can be discussed via telephone or email. Once information is gathered, the SENDCo will use data and staff feedback to plan next steps.

The Code of Practice refers to four broad areas of need:

**Communication and Interaction** - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health** - children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## **A Graduated Approach to SEND Support**

### ***Early Identification of Need:***

All pupils are assessed in terms of skills and academic levels on entry to Silcoates School. In addition, subject teachers make regular assessments throughout the academic year. This identifies students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers from the same baseline
- Fails to match their previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to this identified need is high quality teaching targeted at their areas of weakness. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Further support will be considered by the Learning Support Department if this lack of progress is sustained over time. Where appropriate and in consultation with staff, the pupil and their parent/carer, pupils with SEND receive additional support.

At this point the pupil may be monitored by the SENDCo (the four part cycle). The pupil's form tutor and subject teachers will remain responsible for working with the pupil for planning and delivering a personalised curriculum. Pupils with SEND experience an inclusive education, with maximum access to the curriculum, making progress alongside their peers to achieve their potential. Access to specialist services and external support agencies is available to provide advice and training to the school in meeting the needs of particular pupils.

### ***The four part cycle:***

**Assess:** In identifying a pupil as needing additional support, the form tutor, subject teachers, SENDCo and other staff working with the pupil will make a clear analysis of the pupil's needs. We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

The triggers for intervention include concern, underpinned by evidence, about the pupil, who, despite receiving differentiated learning opportunities;

- Makes little or no progress even when teaching approaches are targeted as their identified area of weakness
- Shows signs of difficulty in developing literacy or maths skills resulting in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour management techniques or pastoral support system employed in the school
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Pupil's needs and requirements broadly fall into four categories:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical

A SEND Inclusion register is compiled and updated regularly by the SENDCo. Alongside this, a profile of detailed information about individual pupils' strengths and needs is compiled in the SEND Inclusion folder to help staff plan and inform their teaching. All teachers are expected to recognise the needs of individual pupils, follow advice given on SEND/ EAL/ Medical needs in the pupil profile and develop differentiated teaching strategies to maximise learning for all pupils.

**Plan:** Where SEN Support is required the form tutor and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The SENDCo, along with form tutors and subject teachers, will use the information detailed on the pupil profile to decide what action is needed to help ensure pupil progress.

This might include:

- To provide different learning materials or equipment
- To introduce some group or individual support
- To introduce some appropriate intervention and monitor its effectiveness
- To access an outside agency for advice/strategies/training

**Review:** The pupil plan will be reviewed at least twice annually with staff, students and parents where appropriate. This review will also take into account whole school reporting systems, teacher updates, progress information and any specialist intervention. Plans will be monitored, changed or finished at these review points.

## **Arrangements**

The SENDCo maintains a provision map outlining the provision given to each area of need at Wave 1, 2 and 3. This is individually mapped based on pupil need. The wave model is flexible and a pupil may move between waves if they make better than expected progress or fail to make expected progress following appropriate intervention.

Parents are notified if an assessment or screening result indicates that a pupil may have SEND. Information from previous schools, parents and staff is also taken into consideration. Our staff are not, however, qualified to make a diagnosis of any developmental condition, for example those commonly referred to as dyslexia, developmental co-ordination disorder (DCD/dyspraxia), autism (ASD), attention deficit hyperactivity disorder (ADHD) and/or other developmental disorders.

Parents must recognise that, while valuing the importance of inclusion, the School may not always be able to meet all of the specific requirements to support a pupil with SEND. However, once a Special Educational Need and/or Disability has been identified, the School will endeavour to meet the needs of a pupil in so far as it reasonably can. A pupil's Support Plan and/or EHCP therefore outlines the strategies that can reasonably be put in place to support a pupil with SEND.

## **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The School is happy to support parents who wish to request an Education, Health and Care Plan (EHCP) by collating supporting evidence and liaising with the appropriate Education Authority. For those children who have an existing ECHP or 'My Support Plan', annual reviews will take place in consultation with parents and relevant external agencies.

## **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

## **Supporting Pupils and Families**

Silcoates School endeavours to support pupils with SEND and their families with an open door policy. We are happy to discuss a student's learning experience and their goals and ambitions, and how they fully access the curriculum and co-curricular program, at any proposed opportunity. We also signpost families to other agencies and services that may be of assistance e.g. Multi Agency Support Team (MAST), support groups, training opportunities as appropriate.

The school is committed to ensuring that all pupils have quality transition experiences as they move through key stages. We work closely with Silcoates Senior School to ensure that all pupils with SEND have bespoke packages of support at this time where appropriate.

At Silcoates school we endeavour to support parents/carers so that they:

- 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.

## **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have a fully inclusive educational experience, including school trips and physical education. We have a full time nurse on site to help ensure this happens. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010). Some pupils may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision; in all cases, the SEND Code of Practice (May 2015) is followed.

## **Monitoring and Evaluation of SEND**

SEND provision is monitored and evaluated in several different ways. The attainment of pupils on the SEND Register is monitored at the key tracking points throughout the year. This information then forms part of several reports to Governors and SLT as well as the SENDCo. This allows for them to challenge the progress of pupils with SEND in any particular area or highlight good practice. If a pupil's progress is seen as an immediate concern it will be highlighted to the Learning Support Department.

### **Pupil voice:**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their IEP reviews and at the end of a targeted intervention. We ask pupils, where appropriate, to contribute to the setting of their own targets.

## **Training and Resources**

The SENDCo attends network meetings locally and nationally to be informed of changes to current practice and to discuss and plan for the needs of pupils with SEND. This includes training, resources and additional support where appropriate. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development during INSET days and to seek advice from the SENDCo where needed. Resources are allocated to support pupils with additional needs as identified above. This may take the form of differentiated work in class, support from the SENDCo in focused intervention groups, engagement of an outside professional if appropriate or 1:1 support. Where necessary specialist equipment, books or other resources that may help the pupil are purchased.

## **Roles and Responsibilities**

### ***Board of Governors***

- The SEND governor is responsible for monitoring that the School and the Learning Support Department is fulfilling its obligation towards pupils with SEND.

### ***Head of Senior School / Head of Junior School***

- To ensure that pupils with SEND are not treated less favourably within the School, as directed by the Equality Act.
- To have an overview of the Learning Support Department.
- To ensure that the SEND Policy's procedures are in place and being implemented across the School.
- To keep the Board of Governors informed of procedures in the Learning Support Department.
- To provide appropriate staffing for Learning Support.
- To have an overview of staff training in regard to SEND.
- To ensure that Learning Support is considered from a whole school perspective.

### ***Director of Admissions***

- To collect information from parents of prospective and new pupils with regard to Special Educational Needs/and or Disability and alert the Headmaster and the SENDCo.

### ***The Head of Learning Support/SENDCo***

- To oversee the day-day operation of the school's SEND policy.
- To oversee adequate screening of all pupils new to the School in order to identify the likelihood of Special Education Needs and/or Disability.
- To inform teaching staff and those with pastoral responsibility for a pupil of the nature of the Special Educational Need and/or Disability.
- To provide specific information on the nature of the difficulty, the impact on learning and the provision necessary to support pupils with acute difficulties.
- To advise on the graduated approach to providing SEND support and to coordinate the provision for all pupils with identified SEND.
- To discuss SEND issues and requirements with parents as appropriate.
- To ensure, through liaison with the Examinations Officer, that appropriate arrangements are made for pupils who are entitled to access arrangements for public examinations.
- To ensure that the school keeps the records of all pupils with SEND up to date.
- To monitor and evaluate the achievements of all SEND pupils and the impact of relevant teaching and learning strategies.
- To facilitate the training of staff in relation to teaching pupils with SEND, eg INSET sessions.
- To engage with the School's academic target-setting procedure to ensure that targets set for pupils with SEND remain challenging and achievable taking into account their particular need.

### ***Subject Teachers***

- All staff are responsible for the identification, monitoring and evaluation of progress of all pupils, including those with SEND. Staff contribute to the inclusive education of all pupils through Quality First Teaching.
- To familiarise themselves with the information in the SEND register on SIMS and to record (in whatever way is most appropriate for them) those pupils with SEND whom they teach.
- To ensure that differentiation is used, as appropriate, and in line with departmental policy, in order to allow pupils with SEND easier access to subject matter.

- Where possible, to adhere to the provision necessary to meet the needs specified on the Support Plan and/or outlined in the EHCP for those pupils identified and recorded as having acute needs.
- To familiarise themselves with the detailed information in the pupil's personal files regarding those who have SEND.

### ***Form Tutors***

- To use feedback from Subject Teachers to monitor progress and inform consultation with Pastoral Heads wherever there are concerns.
- To be pro-active in encouraging the progress of pupils for whom they have a pastoral responsibility.
- To familiarise themselves with the detailed information in the pupil's personal files regarding their tutees who have SEND.

### **Storing and Managing Information**

All pupils' records are kept securely at all times. Paper records are kept secure within individual files in lockable storage cupboards within a lockable office. Files have restricted access. Electronic records also have appropriate security by way of permission levels and password protection. Access arrangements ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately for those authorised to view it. Files are retained until the pupil reaches the age of 25 years. Retention is set in line with the Limitation Act 1980. After that time, the student record will be disposed of safely by using a cross-cut shredder.

### **Accessibility**

Silcoates School recognises its duties under the Equality Act 2010 and is committed to adopting a positive approach to making the school more accessible in terms of:

- Admissions
- The curriculum, both the taught and the wider curriculum
- Associated services, including after-school care and extra-curricular activities
- Behaviour and discipline policies
- Premises

The school must feel confident that it will be able to educate fully any applicant child in line with his/her potential and in line with the standards achieved by the perspective pupils peers, and that he/she which support the aims, ethos and expectations to which the school aspires.

### **Transition Arrangements**

Support for pupils with SEND includes the planning and preparation at key transitional phases of education. For students arriving at Silcoates School we have a comprehensive package of transitional support that is put in. This includes:

- transition days
- visits between SENDCos
- key staff exchange
- orientation days

## Access Arrangements

Access arrangements allow examination candidates to show what they know and can do without changing the demands of the assessment: for example, extra time, readers, scribes, word processors and modified question papers. They are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment. An access arrangement which meets the needs of a disabled candidate would be a reasonable adjustment for that candidate.

- For a people to be awarded access arrangements in GCSE and GCE examinations, evidence is needed from no earlier than year nine to support their application to the awarding bodies. Peoples must have a history of needs an assessment without designated specialist teacher at the parents' expense.
- Dr Anna Russell is the designated specialist teacher at Silcoates School.
- Pupils with a medical condition are required to provide a letter from their doctor or other outside specialist.
- The SENDCo will liaise closely with the schools examination officer to ensure that the necessary arrangements are in place for internal exams, mock exams an external exams.
- Regulations regarding access arrangements change each year and the send staff involved will attend relevant training courses.

## Reviewing the policy

The effectiveness of this policy is reviewed through the systematic process of whole school review and evaluation of performance data and also draws on data gathered from monitoring teaching and learning, assessment and reviews. SENDCo, Junior Head and the SEND Link Governor will review this policy annually.

## Dealing with Complaints

Silcoates School welcomes suggestions and comments from parents, and takes seriously concerns or complaints which may arise, as they can help us to improve the educational experience that we provide. As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaint. However, if a parent would like to make a complaint, a copy of the complaints procedure for parents can be found on the school website.

<b>Reviewed by:</b>	Mrs Rebecca Dews – Deputy Head (Academic) Dr Anna Russell – SENDCo Mrs Moss – Head of Junior School		
<b>Date of last review:</b>	November 2021	<b>Date of next review:</b>	April 2023