Glebelands
Respect and Achieve

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Special Educational Needs Policy

Revised in line with the new Code of Practice

Due regard has been given to the Equalities Act 2010

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Introduction

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act

2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

Children 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.

The coalition government in 2014 reformed the way in which provision and support was made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/studentsupport/SEND

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement - 'RESPECT AND ACHIEVE'

Glebelands School is an inclusive school where everyone is made to feel welcome.

Our vision states that:

We strive to be an outstanding school where:

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community

1. Aims and objectives 'Every Teacher is a Teacher of SEND'

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Provide every student with Quality First Teaching (QFT).
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- **Staff members seek to identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum**. This will be co-ordinated by the SENCo, Head of Achievement and Deputy Head Teacher responsible for teaching and learning and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. Glebelands School receives further support from Schools and Families Specialist Services - Education Psychology Service (EP), Speech & Language Service (SALT), Child and Adolescent Mental Health Services (CAMHS), a specialist ASD Outreach Teacher and the Specialist Teacher for Inclusive Practice team (STIPs)
- **Create a school environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school through Assessment for Learning, feedback to and from students, at progress meetings and at parents' evenings. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and inter-form events).

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr R Mitchell, the Head of School.
- The person co-ordinating the day to day provision of education for students with SEND is Mrs S Hearn (SENCo, Head of Learning Support and Assistant Head) alongside Mrs S Singleton (Deputy SENCo).

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as the SEND Register, provision maps, strategy sheets and structured conversation minutes for individual students.

All staff can access the following documents on the staff shared drive:

- The Glebelands School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual students' special educational needs including student profiles and strategy sheets where applicable.
- Copies of EHCPs Bromcom
- SEND support documents which include one page profiles and background information for all students on SEND Register Bromcom
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Surrey SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEND provision

Glebelands School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10.**

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SENDD services where appropriate.

6. Facilities for students with SEND

Glebelands School building is owned by **Surrey County Council.** The site building regulations comply with all relevant accessibility requirements. **Mrs M Rogers (School Business Manager)** oversees the maintenance of the site. The main building provides wheelchair access and disabled toilets. Two classrooms are allocated to form the Learning Support base for students with SEND to access.

7. Allocation of resources for students with SEND

All students with SEND will have access to Wave 1 and 2 of a school's budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. This is adjusted and allocated according to the student's statement. The SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the Senior leadership team, SENCo and governors to agree how the allocation of resources is used.

A number of SEND students may also receive intervention funded by Student Premium allocation depending on the nature of the programme(s) offered.

8. Identification of students needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* students'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Student progress meetings and parent evenings are used to monitor and assess the progress being made by all students.

SEND Support:

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEND support, parents will be informed in writing. **Planning will involve consultation between the teachers, Head of Achievement, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review**. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Head of Achievement and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing student progress will be made at termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review involving parents, SENCo and Head of Achievement if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

https://www.surreysendlo.co.uk/

By speaking to an Education, Health and Care Plan Coordinator on: 01483 518145

Or by contacting the Parent Partnership Service TEL NO 01737 737300

or email SPP@surreycc.gov.uk

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Surrey County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The **Annual Personal Review** enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Surrey SEND Local Offer can be found on the school's SEND page here.

For further information please contact the SENCo in school.

9. Access to the curriculum, information and associated services

- Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the needs of the individual.
- Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made eg; withdrawal for 1:1 or small group interventions.
- Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Confederation. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEND:

The SENCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of students with SEND

- The Head of School Mr R Mitchell, oversees the Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.
- The school will seek advice where appropriate around individual students, from external support services. Where a behavioural incident warrants exclusion the relevant Head of Achievement, Behaviour Manager and member(s) of SLT will consider the incident in line with Glebelands School Exclusion Policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students during the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice. Further feedback from parents can be given at any time through email contact available on the school website.

A SEND Information Report will be published by Glebelands School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

- We aim to keep all Glebelands School staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.
- Glebelands School seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

- The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Learning Support Assistants are offered training opportunities through a range of local agencies working with specific students at Glebelands School.
- We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo who will then inform the child's parents. Heads of Achievement meet weekly with SLT links and also with Education Welfare Officer. At this time any relevant information regarding students with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

15. Working in partnerships with parents

Glebelands School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The SENCo provides support to teaching staff and will attend tutor meetings upon request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of Cranfold Confederation in partnership with local primary schools and the Waverley Federation in partnership with local secondary schools. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Where a student has an EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views follow the actions of a Review Meeting. Students with funding (AFN/HLN) where appropriate will also receive an annual review.

17. Links with other agencies and voluntary organisations

Glebelands School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo is the designated person responsible for liaising with the following:

- Surrey Education Psychology Service
- Specialist Teachers for Inclusive Practice
- Social Services (alongside the Safeguarding Officer)
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services i.e. ASD
- Occupational Therapy
- Mental Health Support Team (MSHT)

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.