

# STRATTON EDUCATION TRUST

## SEND Policy



September 2017

Stratton Education Trust is made up of Stratton Upper School (SUS). We aim to:

- Meet the needs of every student regardless of their race, ethnicity, religious beliefs, gender, sexual orientation, abilities and or disabilities. We believe that every child really does matter and are highly conscious that children only get one opportunity at school and therefore we will make every possible effort to provide all students with outstanding educational provision.
- Be fully inclusive and are committed to ensuring equality of education and opportunity and will evaluate and review our practices regularly to ensure we achieve this aim. The Learning Support Team (LST), the schools Leadership Team (SLT) and school Governors will work to support all the schools work force and outside professionals to meet the needs of all students, follow inclusive practices and refuse to accept any form of discrimination.
- Develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.
- Encourage all staff, parents/carers, and supporting professionals to hold the highest aspirations for all Stratton Education Trust students, and encourage the students themselves to hold these, to enable them to reach their full academic potential and personal, social and emotional development.
- Put the child first and will not be compromised in this aim. Children are human-beings in their own right and should be listened to, respected and valued.
- Produce all round developed students able to lead happy and successful lives and make a valuable contribution to society.
- Provide a safe, friendly, supportive and enjoyable environment which enables students to produce their full potential.
- Provide a school where there is no contradiction between order and discipline and a belief that a school should be filled with laughter and joy.
- Work closely with health and social care services, parents and students to achieve positive student outcomes.
- Develop positive lasting communication with parents and will encourage them to communicate with us on a regular basis.
- Commit to ongoing continuous professional development (CPD) through attendance on training courses and learning from parents, students and other professionals.
- Comply with the statutory requirements laid out in the new SEND Code of Practice 0–25 (September 2014) and in the following guidance and documents:
  - Children and Families Act 2014
  - Equality Act 2010
  - Advice for schools, Department of Education (DfE) Feb 2013
  - Statutory Guidance on supporting pupils at school with medical conditions April 2014
  - Safeguarding Policy
  - Teachers Standards 2012
  - Stratton Schools' Accessibility Plan

## **Our Principles:**

### General

- Always have a qualified Special Educational Needs Coordinator (SENCO) and a school governor responsible for SEND.
- Support the removal of barriers to student learning.
- Focus on outcomes linked to student academic, personal, social, emotional progress and preparation for adulthood.
- Operate a “whole pupil, whole school” approach to the management and provision of support for SEND.
- Value all members of our community and believe in their potential to succeed.
- Celebrate the uniqueness of the individuals who learn and work at our school as we come together in pursuit of our common goal of excellence for all.
- Recognise that some children require additional support in their learning at given times in their lives.

### Identification

- Assess all students joining Stratton Trust schools to identify learning needs.
- Fully involve parents/carers and the student in all assessments and decision making relating to provision.
- Inform parents/carers when their child has SEND and the school is making specialist provision for them.

### Teaching

- Provide all students with a broad and balanced curriculum.
- Ensure subject teachers are responsible and accountable for the progress and development of all students in their class, including where students access support from teaching assistants (TAs) or specialist staff.
- Provide high quality teaching, differentiated and personalised for all pupils.
- Support the development of student’s literacy and numeracy skills to enable them to access lessons and the curriculum in general.
- Ensure SEND students are placed in appropriate classes to maximise their achievement.
- Ensure every teacher is a teacher of every child or young person including those with SEND.

### Access

- Make reasonable adjustments to the school building, the environment and curriculum to maximise accessibility for students with disabilities and/or sensory impairments and publish the schools accessibility plans.
- Provide information for students and parent/carers in an accessible format.

### Preparation for adulthood

- Support the preparation of students for adulthood including providing independent careers advice, school work experience, and guidance for independent living.
- Involve relevant agencies in planning student’s transition to adult life.

### Parents

- Consult with parent/carers when reviewing the schools' SEND Policy.
- Support parents at all times in meeting the needs of their child.

### Students

- Have high expectations and aspirations for themselves.
- Consult with students when reviewing the schools' SEND Policy.
- Have regard to, and respect for, the increased rights of students.
- Support all students continually, making specific arrangements for particular students in need.
- Provide a variety of learning experiences and make learning enjoyable.
- Promote SEND students access to and participation in the same activities as other students including extra-curricular clubs, school trips and school events.

### Monitoring

- Monitor and evaluate SEND student progress regularly and ensure relevant interventions and provision for identified underachieving students is provided.
- Ensure teachers assess the progress of all students regularly identify those making less than expected progress.
- Annually review and evaluate the breadth and impact of SEND provision in a SEN Information Report.

### **People Responsible for SEND Co-ordination:**

Stratton Upper School: Mrs Zöe Smith, SENCO and Assistant Head teacher, member of the schools leadership team. National Award for Special Educational Needs Coordination.  
Phone: 01767 220000

Governor with responsibility for SEND - Mrs Hazel Ramsey.

### **The SENCOs will:**

- Undergo the necessary training and attend CPD courses.
- Co-ordinate the day to day operation of the school's SEND policy.
- Liaise with and advise other members of staff when setting outcomes for students.
- Co-ordinate provision for children with SEND.
- Maintain individual records and profiles for all students with SEND.
- Liaise with and co-ordinate support from external agencies.
- Monitor and review SEND student outcomes once a term.
- Where appropriate arrange individual and group programmes of support ensuring these are reviewed.
- Assess access arrangements needed for examinations.
- Lead TAs effectively to support teaching and learning.

### **Areas of Special Educational Needs and Disability:**

A pupil has a SEN if he or she has a learning need which calls for special educational provision to be made for him or her. If this is the case they will be added to the schools SEND list.

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

- A significantly greater difficulty in learning than the majority of children the same age.

- A disability which prevents or hinders him/her from accessing educational facilities provided for children of the same age in schools within the Local Authority (LA).

Children should not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught (Education Act 1996, Section 312).

A pupil has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995). This includes sensory and hidden impairments, for example: mental health issues, learning difficulties, diabetes and epilepsy.

#### **Categories of Need as outlined by the SEND Code of Practice 2014:**

- **Cognition and Learning (C&L)**  
Students with learning needs. Learning needs cover a wide range of needs including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. Students who may experience greater difficulty in learning than the majority of pupils of the same age.
- **Social, Emotional and Mental Health Difficulties (SEMH)**  
This category of need includes students with anxiety, depression, those who are self-harming, substance misuse, eating disorders, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and attachment disorder. Students who may display emotional, behavioural difficulties which impede their learning and development, and that of their peers.
- **Sensory and/or Physical (SPD)**  
This category of need includes students with Visual Impairments (VI), Hearing Impairments (HI), students with physical disabilities (PD) including wheelchair users and those with long-term health conditions. Students who have a disability which may require special provision.
- **Communication and Interaction**  
Students with Speech Language and Communication needs (SLCN). These are students who have difficulty communicating with others. This can include children with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome.

The following students do not have a SEND but are still supported by the trust schools by the following people:

- Students with attendance and punctuality issues - the teachers with responsibility for safeguarding and the schools' attendance Clerk or Education Welfare Officer.
- Health and welfare issues – the teachers with responsibility for medical needs and at Stratton Upper School, the 'Retreat' team.

#### **Supporting children with medical conditions:**

The trust schools recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the schools will comply with its duties under the Equality Act 2010. Some students may also have SEND and may have an Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

## **A Graduated Approach to SEN support – Assess, Plan, Do and Review:**

Teachers will assess each student's current skills and levels of attainment on entry into their setting, class or form. They will use appropriate assessment to set targets for each student. Regular assessments of progress will be made for all students and this will identify students making less than expected progress given their age and individual circumstances. Teachers will continuously assess, plan, do and review. This process enables teachers to reflect on the strategies used to meet the needs of the pupils. Parents and Carers will be part of the process at all times.

### **How SEND is funded:**

The LA allocates a budget to all schools based on a funding formula for each financial year. Funds are allocated to schools in the following way:

- Fund 1 – Money for every individual student on the schools role.
- Fund 2 – Additional 'delegated' money for students on the schools SEND list.
- Fund 3 – Additional 'top-up' money for students with an EHC Plan.

The delegated and top-up money is used to fund SEND provision across the trust schools. This provision includes SENCOs, teachers, TAs, resources and materials.

Schools also receive Pupil Premium money to support disadvantaged students and Looked After Children (LAC) funding.

### **Exiting the SEND list:**

If a student has regularly met their agreed outcomes and is no longer in need of SEND provision then it may be decided at an SEND support review meeting to take the student off the SEND list. This agreement will be made in consultation with the parent, student and relevant professionals.

### **Staff Training:**

Regular in-service training is provided for all school-based staff. This is usually accessed through Stratton Upper School 'Training School' and allows staff to increase their skills and improve teaching and learning for students with specific needs across the ability spectrum. Outside speakers are invited into school on occasions and LA expertise is also utilised to improve the quality of support provided by the school. Advisory teachers provide training for staff linked to specific needs of students e.g. VI and HI also occurs. All new staff undertake induction including meeting with the SENCO to explain the school's SEND provision and practice.

### **Accessibility:**

The SEN and Disability Act 2001 places a duty on all schools and LAs to plan to increase overtime the accessibility of schools for disabled students. The trusts' plans are outlined in the schools' accessibility plan which can be found on the schools' website. Students with disabilities and sensory impairments are admitted following the schools' normal admission arrangements. Where ever possible they are treated the same as all other students and are encouraged to participate in the wider curriculum of the school such as after-school clubs, leisure and cultural activities or school visits. School and student information sent home to parents with visual impairment is also enlarged.

## **Bullying:**

Bullying can occur at any school and we acknowledge that despite our best efforts and positive reputation in this field, there is always the potential for a student to experience some form of bullying. We are aware that some students are more vulnerable and take preventative steps to minimise the risk of bullying. Students are put into form groups with friends where possible, provided with a peer buddy when needed and staff are made aware of any previous incidences and asked to monitor certain students. Should a student experience bullying, or a parent/carer become aware their child is experiencing some form of bullying the school should be made aware immediately. Students should speak to someone they feel most comfortable disclosing this information to whereas a parent/carer should contact one of the following: form tutor, Head of Year or a member of the Learning Support Team (LST) in the first instance. Parents/carers should also refer to the schools anti-bullying policy for further information and guidance. Bullying of any type will not be tolerated.

## **Storing and managing information:**

All student and family information will be treated as confidential and only shared with relevant members of staff and professionals with the agreement of parent/carers. The provision made for pupils with SEND will be recorded accurately and kept up to date. Information will be kept either electronically on the schools computer system and have protected access or on hard copy kept in student files in locked filing cabinets. On leaving school SEND student files will be kept in safe storage within school for 25 years in case these need to be referred to in the future.

## **Monitoring, reviewing and evaluating the effectiveness of SEND provision:**

SEND student progress and attainment will be monitored regularly using progress checks and public exam results. SEND student progress will also be measured against outcomes on their EHC plans, Student Profiles or Student Support Plans. Students identified as not making progress will be supported through intervention programmes.

Evaluation of the effectiveness of SEND provision will be conducted at student review meetings and in the SEN Information Report.

## **How this policy was produced and developed:**

This SEND policy was produced by referring to national guidelines for best practice and in consultation with the staff, students, parents and governors of the trust schools.

## **Registering positive comments:**

We would welcome any positive comments about the trusts SEND provision, support and student progress to help us evaluate our provision work and support in sharing and promoting best practice. To record a positive comment or let us know what we are doing well please feel free to contact us at school.

## **Complaint procedure:**

It is hoped that SEND student provision, support systems and parent/carer communication guidelines outlined above will make registering complaints obsolete. However, should a student, parent/carer or other professional be unhappy or have a concern at any time they need to follow the procedure below until the concern is successfully resolved:

- Raise issue with the relevant SEND teacher via email, phone call or arranged meeting.

- Raise issue with Mrs Zöe Smith, SENCO via email, phone call or arranged meeting.
- Raise issue with Mrs Jane Harper, Deputy Head responsible for the LST via email, phone call or arranged meeting.
- Raise issue with Mr Rob Watson, Head teacher via email, phone call, arranged meeting or by letter.
- Raise issue with the chair of the schools governing body via email, phone call, arranged meeting or by letter.

A complaint should be acknowledged by the contacted member of staff within 3 working school days and the matter successfully resolved within 5 working school days. Should this not occur the complaint should be escalated up to the next member of staff on the above list.

#### **LA Local Offer:**

Should parent/carers or students require information about borough wide services and provision for SEND students or require further support and guidance then they should either contact the LA Assessment and Monitoring team directly or look at the LA 'Local Offer' found on the following link:

[www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx](http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx)

#### **Reviewing the Policy:**

The SEN Policy will be reviewed every three years by the Trust SENCOs then endorsed by the Governing Body.

Approval Process:	October 2017
Date Policy first agreed:	
Review date:	October 2018
Next review date:	October 2019