



The Castle Partnership Trust

ACHIEVE | BELONG | PARTICIPATE

SEND Policy

Date: March 2015

Executive Headteacher: Sarah Watson

Headteacher, Court Fields School: Rachael Bennett

To be read in conjunction with:

- The Castle School Offer and Court Fields School Offer
- The Policy for Supporting Children with Medical Conditions
- The Equalities Policy
- The Complaints Procedure

THE DEFINITION OF SEND

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

A child 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 the facilities provided for others of the same age in the Partnership schools

Many children 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

AIMS

The aims of this policy are:

- to raise the aspirations of and expectations for all children with SEN and disabilities to enable them to achieve their best;
- to provide a focus on high expectations of students with SEND and to ensure that they are well prepared for adult life in terms of further education, training, employment and independent living as appropriate
- to ensure high quality provision for children with SEND which revolves around inclusive practice and the removal of barriers to learning;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all stakeholders;
- to identify the roles and responsibilities of staff in providing for children’s special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents and carers and carers are actively involved in supporting their child’s education;
- to ensure that our children have an active voice in this process.

OBJECTIVES

- To identify and provide for children who have SEND needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole child, whole school” approach to the management and provision of support for SEND.

- To provide a SEND Co-ordinator (SENCO) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.

ROLES AND RESPONSIBILITIES

Board of Governors	<p>To have due regard to the Code of Practice when carrying out its duties toward all students with special educational needs and disabilities.</p> <p>To ensure that the legal obligations of The Equality Act 2010 are adhered to (see Appendix 1)</p> <p>To endeavour to secure the necessary provision for any student identified as having special educational needs.</p> <p>To ensure that all teachers are aware of the importance of providing for children with SEND.</p> <p>To report annually to parents and carers on the success of the school's policy for children with special educational needs.</p> <p>To ensure that parents and carers are notified of any decision by the school that SEND provision is to be made for their child.</p> <p>To appoint a SENCO and ensure statutory and additional training is provided.</p> <p>To provide a named governor for SEND who ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.</p> <p>To publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.</p> <p>To ensure that details are published of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer.</p> <p>To ensure that systems are in place to support students with Medical Conditions.</p> <p>To ensure that reasonable adjustments are made for disabled children, to support medical conditions</p>
Executive Headteacher/ Headteacher	<p>To ensure the policy is adhered to and ensure strategies are effective.</p> <p>To ensure that all those who teach a student with an Educational Healthcare Plan are aware of the nature of the plan.</p>
SLT	<p>To ensure the policy is adhered to and ensure strategies are effective.</p> <p>To regularly evaluate how expertise and resources used to address SEND are used to build the quality of whole-school provision as an integral element of school improvement.</p> <p>Designated Safeguarding Teacher</p> <p>Designated Lead for Looked After Children</p> <p>Line Management of SENCO</p> <p>To ensure the quality of teaching for students with SEN, and the progress made by students, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p>
SENCO	<p>To manage the day-to-day operation of the school's special educational needs policy and manage a range of resources, both human and material, to</p>

	<p>enable appropriate provision to be made for children with special educational needs.</p> <p>To co-ordinate the provision for and manage the responses to children's special need</p> <p>To support and advise colleagues, contributing to the professional development of all staff</p> <p>To act as an advocate for children with SEND and their families</p> <p>To liaise with external agencies and other professionals to ensure the best support for students with SEND</p> <p>To oversee the records of all children with special educational needs</p> <p>To evaluate the special educational needs provision and report to the governing body</p> <p>To oversee transition arrangements from Year 6 and also to post 16 destinations</p>
Heads of Faculty, Department and Teaching Staff	<p>To meet the requirements within the Teachers' Standards; every teacher is a teacher of every child, including those with SEND. Where intervention is assessed as necessary, this could involve group or one-to-one teaching away from the main class or subject teacher. Where this is the case the teacher should still retain responsibility for the student. They should work closely with any Teaching Assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers should use appropriate assessment to set targets which are deliberately ambitious.</p> <p>Potential areas of difficulty should be identified and addressed at the outset, this must also involve parents and carers, so as to allow implementation of a joint learning approach at home. These include:</p> <ul style="list-style-type: none"> • providing support for children who need help with communication, language and literacy; • planning to develop children's understanding through the use of all their senses and of varied experiences; • helping children to manage their behaviour and to take part in learning effectively and safely; • helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning; <p>Lessons should be planned to address any potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND will be able to study the full National Curriculum</p>
Heads of House and Tutors	<p>To oversee the personal, emotional and social development of the students, ensuring their full participation in all enrichment and extra-curricular activities</p> <p>To report on the progress of special needs children with their parents and carers.</p> <p>Identify needs through the RAP as part of the monitoring of student progress</p>
Support Staff	<p>students from Year 8 until Year 13 are provided with independent careers guidance</p>
Parents and carers and carers	<p>Parents and carers/carers are required to engage in the Student Passport and support their child to progress towards the targets set.</p>

Students	<p>Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set.</p> <p>Children are involved at an appropriate level in setting own targets through the RAP.</p>
----------	---

WORKING WITH OTHER AGENCIES

The Partnership may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The student's parents and carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and carers and teaching staff supporting the child in the same way as other SEN support. Every effort will be made to access external advice and support swiftly. The Local Offer, published by Somerset County Council and available on its website, details the range of support available.

COMPLAINTS

Initially any complaint about the level of provision for any child with SEND should be addressed through the SENCO. If the issue is not resolved then the complaint should be raised with the Headteacher. The School Complaints Procedure, available from the school office gives details of the process if there is a need to escalate to Governors. Parents and carers also have the right to go to the local authority if they consider the school is not meeting their child's needs.

Appendix 1

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

They must not discriminate for a reason arising in consequence of a child disability

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

xx. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled students to the curriculum, the physical environment and to information.