



# SEND Policy

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Signed:		Diane Osborne	Chair of Management Committee
		S Pritchard-Jones	Head Teacher

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## 1. Aims

At Shepwell the Staff, management committee and all of our partners have shared aims and values and are committed to ensuring that all pupils are offered full access to a broad, balanced, relevant and challenging education including an appropriate curriculum in line with the National Curriculum. We believe that every pupil should make exceptional progress in in all of their areas of need including academic, social, emotional and with improved mental health. For those who we transition back to mainstream that they be fully prepared to meet the demands of the mainstream and post 16 placements.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and /or disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### **4. Roles and responsibilities**

##### **4.1 The SENCO**

The named SENDCo is Julie Bloomfield. Assistant SENDCo Sharon Wilson

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and management committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

##### **4.2 The SEND management committee member**

The SEND Governor is: Richard Taylor

The SEND governor will:

- Help to raise awareness of SEND issues at management committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the management committee on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

##### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

##### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- To closely monitor and identify any additional needs
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. The kinds of SEND that are provided for**

Shepwell currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, ADHD, Autistic Spectrum Disorder, Speech and Language difficulties
- Cognition and learning, for example, specific learning difficulties (Dyslexia)
- Social, Emotional and Mental Health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEND and assessing their needs**

All pupils who are referred to Shepwell have already been assessed as having a special educational need. As part of our induction process we then assess further to the extent of the support needed. Information is gleaned from their previous school, parents and the pupils themselves. We also contact outside agencies of any possible involvement.

We will assess each pupil's current skills and levels of attainment on entry to give us a baseline. We also assess for SEMH needs and screen for any specific learning difficulties.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This will include progress in areas other than attainment, for example, social needs.

Each pupil has a Passport to Learning with input from both pupil and parent. All staff have a copy and so support is in place from when the pupils commence their placement.

When deciding what special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

The Shepwell School works positively with Parents/Carers, recognising the importance of the contribution of Parents/Carers as partners in the education and care of their child. This co-operation is important in enabling children and young people with SEND to achieve their potential.

We involve Parents/Carers in the following ways:-

- An initial meeting to discuss a placement at Shepwell following a referral.
- Parents/Carers invited into school regularly to discuss their child's progress.
- Parents/Carers are invited to take a full part in the Annual Review Process and to contribute to their child's passport to learning and personal provision/care plan.
- Newsletters are sent regularly detailing events, news.
- Daily phonecalls and emails.
- Regular coffee mornings.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

A careful and bespoke transition plan is planned for each pupil moving to their next phase in their education whether it be mainstream school or post 16 placement.

A key person will be identified in their new placement for consistency of support.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The pupil will be carefully monitored and the voice of both parents and child are taken into account at all times.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We offer a broad, balanced, stimulating and challenging curriculum appropriate to the individual pupils needs. Shepwell acknowledges that many of the pupils will be working at a level below that of their chronological Key stage, or have gaps in their learning due to previous attendance difficulties, however through careful planning, interventions and differentiated schemes of work pupils

Shepwell also offers a non-academic focus and environment which provides learning and development in communication, speech and language, social and mental health. To compliment this we have our Aspirations and Activity based afternoons where pupils experience a wide range of activities to enhance the skills being taught.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, small groups, 1:1 work, adapting both our teaching approach and resources provided.
- Use of a second adult in the classroom to compliment the teacher, deliver short interventions and further differentiate where necessary.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

## **5.8 Additional support for learning**

We work with the following agencies to provide additional support and strategies to use for pupils with SEND:

- Educational Psychologist
- Speech and Language Therapist
- CAMHS
- Social Workers
- Mainstream schools

## **5.9 Expertise and training of staff**

All staff have received training in: speech language and communication, Autism awareness, Dyslexia, Selective Mutism, PAS, differentiation and a wide range of other SEND training.

Staff at Shepwell have developed an expertise within their role, all staff are encouraged to share good practice with other staff both at Shepwell and other schools and opportunities are regularly provided for this.

All staff are encouraged to extend their knowledge and skills base through a variety of CPD.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Our link case work officer at the Walsall Council SEN Team is Wajid Iqbal who can be contacted for information around SEND. Tel: 01922 650 330

Parent Partnership act on the behalf of parents and will provide support through all aspects of SEND.

### **5.18 The local authority local offer**

Our contribution and Walsall's Local Offer are published on our website.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher, Julie Bloomfield, and Sharon Wilson] every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the management committee.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Access Arrangements Policy
- SEND report