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**Special Educational Needs and Disability policy (SEND)**

We believe that every child matters and are committed to providing creative learning

opportunities of the highest quality in a safe and happy environment. Our school ethos of

‘Learning without limits’ applies to all children inclusively.

**Introduction**

This policy sets out our approach to supporting children with special educational needs and

disabilities (SEND). For more information about how we support children with SEND please also

see our Local Offer for SEND / SEND information report that is updated annually.

<http://polegateschool.co.uk/>

There is information about the support that the Local Authority and other services provide in

the East Sussex Local Offer for SEND.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other school policies that include information that may be important for pupils with SEND are:

Behaviour policy

Equalities policy

Accessibility plan

Anti-bullying policy

SEND Information Report

These policies can be found at <http://polegateschool.co.uk/>

**The policy is divided into sections:**

1. Leadership and Management of SEND

2. The kinds of special educational needs that are provided for in our school

3. Identification and assessment of SEND

4. Working in partnership with parents

5. Involving children

6. Assessing and reviewing outcomes

7. Transition

8. The approach to teaching children with SEND

9. Curriculum and learning environment

10. Training and continuing professional development (CPD) for staff

11. Evaluating the effectiveness and impact of SEND provision

12. Inclusion

13. Emotional and Social Development and Well-Being

14. Involving specialists

15. Funding for SEND

16. Data Protection

The numbers in brackets refer to the Special Educational Needs and Disability Code of

Practice: 0-25 years

1. Leadership and Management of SEND

**The SENCO**

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of

specific provision made to support individual pupils with SEND, including those who have EHC

plans. The SENCO provides professional guidance to colleagues and will work closely with staff,

parents and other agencies. The SENCO is aware of the provision in the Local Offer and works

with professionals providing a support role to families to ensure that our pupils with SEND

receive appropriate support and high quality teaching. (6.88, 6.89)

The SENCO is Miss Ashdown a.ashdown@polegate.e-sussex.sch.uk

**The Governors**

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with

the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

• arrangements are in place in school to support pupils with medical conditions (3.66)

• an SEND information report is published annually (6.79)

• there is a qualified teacher designated as a SENCO for the school. (6.84)

In addition, our governing body works with the SENCO and Headteacher in determining the

strategic development of SEND policy and provision, including establishing a clear picture of the

resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality

Act 2010 with regard to admissions, reasonable adjustments and access arrangements and

publishes information about this that includes specific and measurable objectives. A designated

governor is appointed for Mental Health and Wellbeing.

(6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi )

2. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEND Code of Practice are:

• Communication and interaction – this includes children with speech language and

communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD)

including Asperger’s Syndrome.

• Cognition and learning – this includes children with moderate learning difficulties (MLD),

severe learning difficulties (SLD) and profound and multiple learning difficulties

(PMLD). This also includes children with specific learning difficulties (SpLD) such as

dyslexia, dyscalculia and dyspraxia.

• Social, emotional and mental health difficulties – social, emotional and mental health

difficulties may manifest themselves in many ways including becoming withdrawn or

isolated, as well displaying challenging, disruptive or disturbing behaviour. Other

children may have disorders such as attention deficit disorder (ADD), attention deficit

hyperactive disorder (ADHD) or attachment disorder.

• Sensory and/or physical needs - this includes children with visual impairment (VI),

hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

 (6.28-6.35)

Children/ young people with any of these needs can be included in our school community.

3. Identification and assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational

provision, namely provision different from or additional to that normally available to pupils of

the same age.

We will assess each pupil’s current skills and level of attainment on entry to the school We will

make regular assessments of progress for all pupils. These will seek to identify pupils making

less than expected progress given their age and individual circumstances. This is progress which:

• 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

The first response to less than expected progress will always be high quality teaching targeted

at the pupil’s area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will

carry out a clear analysis of the pupil’s needs including the individual’s development in

comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally,

attainment in line with chronological age does not necessarily mean that there is no learning

difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are not SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child/young person

has SEND. (6.21, 6.24)

We are alert to emerging difficulties and respond early. For some children, SEND can be

identified at an early age however, for other children difficulties become evident only as they

develop. (6.20)

We recognise that parents know their children best and we will listen and understand when parents

express concerns about their child’s development. We also listen and address any concerns

raised by children themselves. (6.20)

Where it is decided to provide a pupil with SEND support the decision will be recorded in school

records and we will formally notify parents. We are required to make data on the levels and

types of SEND within the school available to the Local Authority. This data collected through

the School Census, is also required to produce the national SEND information report. (6.43,

6.48, 6.73, 6.83)

SEND support will be adapted depending on how effective it has been in achieving

the agreed outcomes.

In East Sussex an Additional Educational Needs support plan (ANP) is used when, despite the

appropriate targeted support, a child/young person continues to make little or no progress or to

work at levels considerably below those of their peers. Many of these children are likely to be

receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of

the child/young person, the child/young person has not made expected progress, consideration

will be given to requesting an Education, Health and Care assessment. This request can be made

by the school or by parents. (6.63)In considering whether an EHC needs assessment is

necessary the Local Authority will consider the evidence of the action already being taken by

the school to meet the child/young person’s SEND. An EHC needs assessment will not always

lead to an EHC plan. (6.63) The purpose of an EHC plan is to formally detail the special

educational provision to meet the special educational needs of the child, to secure improved

outcomes for them across education, health and social care and, as they get older, prepare them

for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets

at school level. (9.2)

4. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

• Have regard to the views, wishes and feelings of parents.

• Provide parents with the information and support necessary to enable full participation

in decision making.

• Support parents in order to facilitate the development of their child to help them

achieve the best possible educational and other outcomes, preparing them effectively

for adulthood.

• Meet with the parents of children at least three times each year.

• Provide an annual report for parents on their child’s progress.

If there are any disagreements with parents about SEND support for their child/young person,

we will work with them to try to resolve these. If parents have a complaint they can use the

school’s complaints procedure. Details about this are available from the school office or on the

school website (1.1, 6.64, 6.65. 11.71)

5. Involving children

We are committed to involving children with SEND in decisions about their learning. We will:

• Have regard to the views, wishes and feelings of children.

• Provide children where appropriate with the information and support necessary to

enable full participation in decision making.

• Help children to support their development and help them achieve the best possible

educational and other outcomes, preparing them effectively for adulthood.(1.1)

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the

monitoring and evaluation of any SEND support provided. We record details of additional or

different provision made under SEND support. This forms part of regular discussions with

parents about the child/young person’s progress, expected outcomes from the support and

planned next steps. (6.72, 6.73)

SEND support takes the form of a four part cycle**: assess, plan, do and review**. Decisions and

actions are revisited, refined and revised with a growing understanding of the pupil’s needs and

of what supports the pupil in making good progress and securing good outcomes. This is known as

the graduated approach. (6.44)

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be

clear about how they will help the pupil reach the expected outcomes. The effectiveness of the

support and interventions and their impact on the pupil’s progress will be reviewed in line with

the agreed date. (6.43, 6.53)

**Reviewing an EHC plan**

EHC plans are used to actively monitor children’s progress towards their outcomes and longer

term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be

undertaken in partnership with the child/young person and their parents, and will take account

of their views, wishes and feelings. The review will focus on the child/young person’s progress

towards achieving the outcomes specified in the EHC plan. The review will also consider whether

these outcomes and supporting targets remain appropriate. Parents, a school representative, a

Local Authority SEND officer, a health service representative and a Local Authority social care

representative will be invited to the review meeting.

Before the meeting we will:

• give notice to all parties at least four weeks before the meeting and seek advice and

information about the child

• send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of

the meeting. (9.166, 9.168, 9.176, 6.56) Where a child is looked after by the Local Authority, we

will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

7. Transition

The great majority of children with SEND, with the right support, can find work, be supported

to live independently, and participate in their community. We encourage these ambitions right

from the start. Our SEND support includes planning and preparation for the transitions

between phases of education, key stages, year groups and preparation for adult life. We will

agree with parents and pupils the information to be shared as part of this process. We support

children so that they are included in social groups and develop friendships. This is particularly

important when children are transferring from one phase of education to another (6.57, 8.7,

8.8)

If a child/ young person has an EHC plan, this will be reviewed and amended in sufficient time

prior to moving between key phases of education. (9.179)

8. The approach to teaching children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to

set targets which are deliberately ambitious. We deliver high quality teaching that is

differentiated and personalised and meets the individual needs of the majority of children.

Some children need educational provision that is additional to or different from this and we use

our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

9. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. In the details of the curriculum

provided in each year, we include details of how the curriculum is adapted or made accessible

for pupils with SEND. Lessons are planned to address potential areas of difficulty and to

remove barriers to pupil achievement. We use our best endeavours to enable children to

develop, learn, participate and achieve the best possible outcomes irrespective of whether that

is through reasonable adjustments for a disabled child or special educational provision for a

child with SEND. (6.12, 6.82, 1.34)

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of

underachievement. This includes, identifying particular patterns of need in the school,

reviewing, and where necessary improving, teachers’ understanding of strategies to identify and

support vulnerable pupils and their knowledge of the SEND most frequently encountered. (6.37,

6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to

deliver the intervention effectively. (6.50)

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of

the school’s performance management arrangements and its approach to professional

development for all teaching and support staff. (6.4)

11. Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and interventions used with different groups of

pupils to provide a basis for monitoring their effectiveness and impact. We use information

systems to monitor the progress and development of all pupils. This helps us to develop the use

of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.77)

We will publish an annual SEND Information report on the school website. (6.79)

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering

good relationships. Pupils with SEND engage in the activities of the school together with those

who do not have SEND and are encouraged to participate fully in the life of the school and in

any wider community activity. Reasonable adjustments are made to accommodate those children

who otherwise would not be able to participate. (xix, 8.8)

13. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEND by providing

extra pastoral support arrangements for listening to their views and implementing measures to

prevent bullying. (4.32) We make provision for pupils’ spiritual, moral, social and cultural

development. We have a Family Support Advisor to help support parents and children and have

trained Mental Health First Aiders within the school. There is a linked Governor for Mental

Health and Wellbeing.

14. Involving specialists

We will seek to involve a specialist where a child/young person makes little or no progress over a

sustained period or where they continue to work at levels substantially below those of pupils at

a similar age despite evidence-based SEND support delivered by appropriately trained staff.

Parents are always involved in any decision to involve specialists. We may involve specialists at

any point to advise on early identification of SEND and effective support and interventions.

(6.59)

We work with parents and agencies to consider a range of evidence-based and effective

teaching approaches, appropriate equipment, strategies and interventions to support the

child/young person’s progress. Together, we agree the needs of the child/young person,

responsibilities and the outcomes to be achieved through the support, including a date by which

it is reviewed. Records of involvement of specialists are kept and shared with parents and

teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant

professionals involved in the child’s life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local

services and clear arrangements for making appropriate requests. Some services may be

commissioned directly. (6.61, 3.13)

15. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget.

This is not a ring-fenced amount. We provide high quality appropriate support from the whole of

our school budget including any resources targeted at particular groups such as the Pupil

Premium. (6.96, 6.97)

The Local Authority can provide additional top-up funding where the cost of the special

educational provision required to meet the needs of an individual pupil exceeds the nationally

prescribed threshold. (6.99)

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount

of money identified by the Local Authority to deliver provision set out in an EHC plan where the

parent or young person is involved in securing that provision. (9.95,9.98)

16. Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do

not have access to it. EHC plans will not be disclosed without the consent of the child’s parents

or the young person, except for specified purposes or in the interests of the child/young

person. (9.211)

See our Data Protection policy for more information.

If you have any questions about this policy please contact the SENCO or Headteacher

This policy sets out our approach to supporting children with special educational needs and

disabilities (SEND). For more information about how we support children with SEND please also

see our Local Offer for SEND and SEND information report that you can find on our website.

This policy was developed by …Amie Ashdown

This policy was updated on 25/09/2023

Ratified by Governors…………………………………

Review due………………………………

 Head teacher: Mrs Deborah Jones

Special Educational Needs Co-ordinator: Miss Amie Ashdown

Chair of Governors: Elizabeth Latter

SEND Governor: Emma Collins