



SEND Policy and Information



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1 Aims and Objectives

At Esher High School, all staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, moral and academic development of all students.

All students are provided with Quality First, inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will endeavor to give students with SEND the support they need (SEND Code of Practice 0-25 (January 2015) 6.2)
- Ambitious educational and wider outcomes will be set for them.
- We want all students to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

1.1 Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for students who have special educational needs and disabilities, working with students and their parents/carers. (SEND Code of Practice 0-25 (2014))

- To maximize the opportunities for students with special educational and additional needs to access all aspects of school life.
- To develop effective whole school provision management of universal, targeted and specialist support for students with special educational needs and disabilities.
- To ensure that all students have access to a broad and balanced curriculum that is appropriately scaffolded according to individual student need and ability.
- To encourage students to develop confidence in their own capacity to achieve and to recognize and value their own contribution to their learning and personal development.
- To encourage effective communication between parents/carers, students and school staff.

2 Legislation and guidance

This policy was created by the SENCO in consultation with the Governing body and leadership staff. The policy reflects the statutory guidance set out in the *Special Educational Needs and Disabilities Code of Practice 0-25 years (January 2015)*. It is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- [SEND Code of Practice January 2015](#)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Teachers Standards 2012
- SEN and Disability – a guide for parents and carers (2014)

This policy also complies with our funding agreement and articles of association.

This policy can be accessed through the school website and a hard copy, or large print format can be provided on request.

3 Definitions

At Esher High School, we use the definition for SEN and for disability from the SEND Code of Practice 0-25 (January 2015).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability
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which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

However:

Whether or not a child has SEN depends both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school, but not another.

DfE: Excellence for all (1997)

Disability: Many children and young people 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-day activities.

(SEND Code of Practice 0-25 (2014))

4 Roles and responsibilities

4.1 The SENCO

The SENCO is Ms A Rollason, Assistant Headteacher.

She 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 governing board 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
- Lead on the access arrangements process, ensuring that for every student applying for access arrangements, the school must have evidence from our link specialist assessor or a consultant. Evidence cannot be accepted from a GP, except in the case of a temporary injury. This evidence must be provided no earlier than Year 9. In addition to this evidence, there must be evidence of a normal way of working from the staff who work with them.

4.2 The SEND governor

The SEND governor is Mr Tim Inman.

The SEND governor will:

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

4.3 The Headteacher

The Headteacher is Mr. A King.

The Headteacher will:

- Work with the SENCO 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 SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying students who may need access arrangements for public examinations
- Ensuring they follow this SEND policy

5 SEND information

More information can be found on our SEN Information Report that can be found on our website;

<https://www.esherhigh.surrey.sch.uk/page/?title=Special+Educational+Needs+and+Disabilities+%28SEND%29&pid=33>

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The SEN Code of Practice states that "special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream school setting in England." A diagnosis in itself is not necessarily indicative of a student needing additional support.

Being listed on the SEND register does not automatically mean the student requires an additional, costed provision. We interpret the phrase "additional to and different from" as referring to a spectrum of provision: from the low-level information-sharing of needs/strategies via the SEND Register on SIMS, to a costed provision.

A child will be put on to the SEN register if they fulfil **at least one** of the three criteria below:

- Formal diagnosis
- A standardized score of 84 or below in the Y7 CAT tests or repeated NRSS below 85 on Accelerated Reader (intervention/urgent intervention)
- A history of/ evidence of need – in KS2 if student is in KS3 and in KS3 if student is in KS4

AND

- Has a significant medium- or long-term provision or need that is in addition to or different from our core offer.
- Has a professional judgement of need

In the absence of the final condition, students may be placed on our monitoring list. Students who only require access arrangements may also be on the monitoring list.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

Assess - Teachers regularly assess students' needs so that each young person's progress and development is tracked. In some cases, we will draw on assessments and guidance from other educational professionals. We aim to listen to the views and experiences of the young person and their parents/carers.

Plan - Where it is decided to provide a pupil with SEN support, parents will be formally notified (SEND Code of Practice 0-25 (January 2015) 6.48). For those with a higher level of need, key staff and the SENCO, along with the parents/carers will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Information is shared with staff via Provision Map – the school's information system (Code of Practice 0-25 (January 2015) 6.49). This ensures that all staff who work with the young person will be made aware of the student's needs and the strategies which are recommended to meet them.

Do - Subject teachers are responsible for working with the student on a regular basis. (*SEND Code of Practice 0-25 (January 2015) 6.52*). They will liaise closely with staff who provide support and monitor the progress being made. The SENCO will provide support, guidance and advice. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

Review - The plan, including the impact of the support and interventions, will be reviewed by key staff and new outcomes/actions decided upon. Where sufficient progress has been made, the young person may be removed from the SEN register. For students with an EHCP, the local authority **must** review the plan at least annually (*SEND Code of Practice 0-25 (January 2015) 6.56*) and decide whether changes should be made, including the rare decision to cease the EHCP if it is no longer required.

5.5 Supporting pupils moving between phases and preparing for adulthood

Some students with SEND, identified by the primary schools, who join Year 7 will be invited to attend additional transition days to ensure their move to the school is successful.

All students with SEND will receive careers advice and guidance during their time at the school.

We allow students with SEND to visit schools or colleges they are moving to post Year 11.

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.

5.6 Our approach to teaching pupils with SEND

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 adapted and scaffolded for individual pupils.

SEN support *could* include:

- strategies and recommendations shared with teaching and support staff to ensure the students' needs can be met within the inclusive classroom
- additional adult in targeted lessons
- modification of tasks/materials and equipment
- 1:1 or small group interventions
- observing the young person in class or during unstructured times and keeping records
- supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- high levels of support from the Inclusion Team
- support from external agencies

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our teaching to ensure all pupils are able to access it by, for example, grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times where possible, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, scaffolding learning
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.

5.8 Additional support for learning

We have a team of Learning Support Assistants (LSAs) who provide support for students with SEN.

Our Inclusion Support Base team provides support for a range of vulnerable learners including some with SEN.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding reviews with stakeholders for pupils with SEN or EHC plans
- Annual monitoring of procedures and practice by the SEND governor
- ELT audits/external audits

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and visits.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of leadership groups within the school, e.g. the student senate.
- A range of mentoring and wellbeing interventions are available

We have a zero-tolerance approach to bullying.

5.12 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO 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

5.13 The local authority local offer

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

6 Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7 Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behavior Policy
- Equality, Diversion and Inclusion Policy

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- Supporting pupils with Medical Conditions Policy
- Safeguarding Policy