

Esher Learning Trust

SEND Policy

Status:	Approved	
Date of Review:	Summer Term 2018	
Responsibility:	Student wellbeing committee	
Date of Approval:	Committee:	13 May 2015
	Full Governors:	2 March 2016
	Esher Learning Trust	15 March 2016

Vision/Ethos Statement

At Esher High School we believe in promoting excellence in all aspects of school life and fostering spiritual, cultural and moral awareness within a Christian ethos. We encourage all students to develop as independent and co-operative learners. Through developing student's personal and social skills, we hope to prepare them as self-confident and highly-motivated people, ready for adult life.

Our four core values, underpinning life and learning at the school are:

- A love of learning
- Care and respect for ourselves and others
- Success and its celebration
- Strive to achieve through effort and determination

Esher High School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Esher High School, we believe that each teacher is a teacher of every student, including those with SEND.

Definition of SEN

At our school, we use the definition for SEN for disability from the SEND Code of Practice (2014).

This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability 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 (nationally) 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.*

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-to-day.***

Key Roles and Responsibilities

SENCO

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have Statements or Education Health Care plans. Part of the role of the SENCO is to co-ordinate arrangements with the Class Teacher/Tutor/Head of Year regarding those students with SEN and disabilities.

Associate SENCO Name: Natalie Matthews
Contact details: nmatthews@esherhigh.surrey.sch.uk
Telephone: 01372 468 068 ext 221

SLT Member: Dominic O'Driscoll
Assistant Headteacher for Inclusion

Details of staff in school with specific roles:

- ✓ Name and role of SENCO Governor: Debbie Mason
- ✓ We have Teaching Assistants to support some of the students with SEND. Our Principal Teaching Assistant, who line manages the TA Team, is Natalie Matthews
- ✓ The designated member of staff with specific safeguarding responsibilities is Natalie Matthews
- ✓ Jamie Ribolla (Assistant Headteacher) is the member of staff responsible for managing Student Premium/LAC funding
- ✓ Simon Jay (Assistant Headteacher) is responsible for managing the school's responsibility for meeting the medical needs of students

Introduction

How the policy was put together

This policy was created in consultation with the Headteacher, the SEN Governor, Governors, SENCO, representative Staff and Parents. The policy reflects guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 Years (July 2014)

How Can Parents Access This Policy?

You can get a copy of our policy in a number of ways

- The School Website, under Policies or the SEND tab
- A hard copy on request at the School Office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font

Context

This Policy complies with the Statutory requirements laid out in the SEND Code of Practice 0-25 Years (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: Advice for Schools DfE Feb 2013
- ✓ Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- ✓ Statutory Guidance on Supporting Students At School with Medical Conditions April 2014

- ✓ The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- ✓ Safeguarding Policy
- ✓ Teachers Standards 2012

Aims and Objectives

Aims

At Esher High School, all students, regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress and, in school, feel that they are a valued member of the wider community

- ✓ We expect that all students with SEND will meet or exceed the high expectations for them based on their age and starting points
- ✓ We will use our best endeavours to give students with SEND the support they need
- ✓ Ambitious educational and wider objectives will be set for your child
- ✓ We want all students to become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for students who have special educational needs and disabilities with students and their Parents/Carers at the centre
2. To develop effective whole school provision management of universal, targets and specialist support for students with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with students who have special educational needs and disabilities, which develops our practice within the guidelines set out in the SEND Code of Practice, July 2014

Identification of Needs

- ✓ **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives

Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

- ✓ **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover

a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated with difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD), affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

✓ **Social, Emotional and Mental Health**

Children and young people may experience wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit order, attention deficit hyperactive disorder or attachment disorder.

Schools and Colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

✓ **Sensory and/or Physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities general provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEN Support

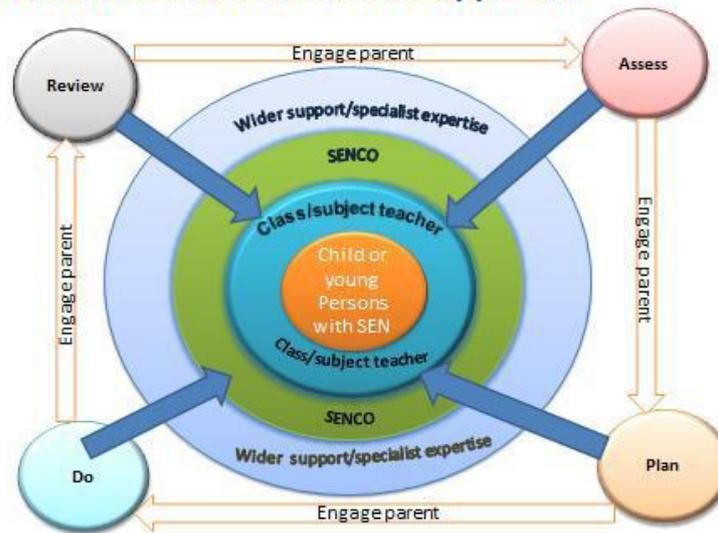
This section explains the process followed by our school to identify and manage students with SEN and disability.

The following criteria informs our placing of a student on the SEN Register:

What Work Has To Be Done And By Whom?

The New Vision: A Whole School Approach

The new vision: A whole school approach



- ✓ Quality first teaching is high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of The Children and Families Act 2014.
- ✓ The role of the class teacher/subject specialist teacher is to provide differentiated expectations for all students and good quality personalised teaching. A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to students of the same age. Having high quality teaching normally available to the whole class means that fewer students require such support.
- ✓ Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants or Specialist Staff.
- ✓ Class and subject teachers make regular assessments of progress for all students. If students are not making expected progress, the first response should be high quality teaching targeted at their area of weakness. Where progress then continues to be less than expected, the teacher, alongside the SENCO should assess whether the student has SEN. This will include listening to views of the parents and the student themselves.
- ✓ The quality of teaching for all students, including those at risk of underachievement, is reviewed regularly by Heads of Department, Heads of Year and the Senior Leadership Team.
- ✓ INSET and training develop teachers' understanding to identify and support vulnerable students and their knowledge of SEN.

How does your School decide whether to make special education provision?

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Slow progress and low attainment do not necessarily mean so either. Difficulties related solely to limitations in having English as an additional language are not SEN. To decide whether to

make SEN provision, this involves the teacher and SENCO considering all of the information gathered from within the school about the student's progress, based on their age and starting points and against national data and expectations of progress.

This will include:

- ✓ accurate formative assessment
- ✓ internal staff moderation of progress
- ✓ provision management outcomes and any specific assessments e.g. reading

Where students have higher levels of need, we at Esher High School work in partnerships with other specialist professionals and agencies to assess and gain advice, strategies and support. These agencies may include Educational Psychologists, Learning Language Support and Autism Outreach etc.

How is the decision made to place students on the Register

Where a student is identified as having SEN, we endeavour to remove barriers to learning and put effective special educational provision in place. This additional and different support follows a four-part-cycle shown below through which earlier decisions and actions are revisited with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.



- ✓ **Assess:** 'In identifying a child as needing SEN support, the class or subject teacher working with the SENCO, should carry out a clear analysis of the student's needs' (6.45 COP)

We will ensure that we regularly assess all students' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of Parents/Carers and the student. In some cases, we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from the Health and Social Services, where appropriate.

- ✓ **Plan:** 'Where it is decided to provide a student with SEN support, the Parents must be formally notified, although Parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the Parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review' (6.48 COP)

Where SEN support is required at Esher High School, a plan will be put in place outlining the adjustments, interventions and support for the student, as well as the expected impact on progress and outcomes. All staff who work with the student will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

- ✓ **Do:** 'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they 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. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support' (6.52 COP)

The subject teacher is responsible for working with the student during timetabled lessons. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

- ✓ **Review:** 'The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date' (6.53 COP)

The plan, including the impact of the support and interventions will be reviewed by the teacher, SENCO, Parent/Carer or the student. This will inform any planning of next steps for a further period or, where successful, the removal of the student from SEN support.

For students with an EHCP, the LA must review the plan at least annually.

How are Parents, families, children and young people involved in the process?

Parents/Carers will be involved in meeting with the subject teachers/tutor at Parents' evening to set targets and review the progress made by their child. Those who wish to discuss SEN provision specifically can contact the SENCO at any time. Students with an EHCP will always be involved in the process of annual target setting and any targets will be written in child friendly language.

SEN Provision

What does Additional Support mean?

There are a range of ways in which arrangements may be made for a student. The new Code of Practice states that there is a move away from reliance and expectation that this will always be through a Teaching Assistant.

SEN support can take many forms. This could include:

- ❖ a special learning programme for your child e.g. reading groups, literacy intervention
- ❖ extra help from a Teacher or a Teaching Assistant
- ❖ making or changing materials and equipment
- ❖ working with your child in a small group
- ❖ observing your child in class or at break and keeping records
- ❖ break/lunch/homework clubs
- ❖ helping your child to take part in the class activities

- ❖ making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- ❖ helping other children to work with your child, or socialise with them at break time
- ❖ supporting you child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

For more information on this, please see SEN and Disability – A Guide for Parents and Carers August 2014

Managing the needs of Students on the SEN Register

To meet the needs of students on SEN Support, it is important to reinforce that each student is an individual and will have a programme to meet their needs. The process will need to be adapted for each child but key information is as follows:

- ✓ **Roles and Responsibilities of Key Staff:**
Specialist subject teachers, Heads of Year; Grace Davies (SENCO)/Assistant Headteacher; Sarah Fielding (Specialist Teacher); Katy Johnston (Higher Level Teaching Assistant for Learning Development); Natalie Matthews (Principal Teaching Assistant)
- ✓ All interventions are recorded and tracked so that impact can be measured. These are time limited and reviewed, so they may be withdrawn or continued, depending on progress made
- ✓ If it is decided that we cannot meet the needs of students from the school's resources and have to request additional funding from the LA and/or an assessment for an EHC, we will follow the Surrey Guidance
- ✓ We work closely with additional, specialist services when we need further advice or support. Parents/Carers are consulted and included when specialist services are used
- ✓ The Learning Development Department, including the SENCO, regularly review and update the SEN Register
- ✓ Students may come on and off the Register at any time: if their needs can be met within the classroom and interventions are no longer required, they may be taken off, or, if they require something additional to or different from, then they may be added to the Register. Parents can access the up-to-date SEN Register through the Parent Portal on the School Website

Supporting Parents/Carers and Young People

Parents/Carers and young people can find information in various places. This may include:

- ✓ The SEN Information Report (14 questions)
- ✓ Surrey's Local Offer which includes other agencies who provide a service
- ✓ Access arrangements for exams and assessments are carried out by Sarah Fielding in the Learning Development Department, overseen by Colette Gibson, our Exams and Information Manager
- ✓ Transition arrangements between Key Stage 3 and 4 includes assemblies and evenings for Parents with regard to options. We have a Post-16 Programme in place, including Enrichment Day to focus on College applications and mock interviews, as well as visits from Colleges during assembly slots and target work in Tutor times. Year 6 students are all invited to an Induction Day in the summer term and the SENCO attends the Annual Reviews of Year 6 students with a Statement/EHCP wherever possible. Class teachers pass on information on all students which includes any who may have been on, are on, or may need to go on to the SEN Register at any point
- ✓ To manage the medical conditions of students, there is a Health and Safety Policy which also covers the administration of medicines

Supporting Students at School with Medical Conditions:

Esher High School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. There is a Health and Safety Policy which covers how these students are supported.

Some children with medical conditions may be disabled and, where this is the case, the School will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Monitoring and Evaluation of SEN

We regularly monitor and evaluate the quality of provision we offer all students and this informs future developments and improvements.

This includes:

- ✓ The SEN Governor visits, meets with the SENCO and monitors the provision for and progress of SEN students
- ✓ Monitoring and review of SEN funding is done by the School Bursar
- ✓ SEN is kept under regular review through the Student Wellbeing Governor Committee and also Full Governing Body meetings.
- ✓ SEN forms part of both departmental and whole school self-evaluation
- ✓ SEN is covered as part of the School Development Plan priorities
- ✓ The SENCO develops best practice e.g. through SENCO networks and local partnerships

Training and Development

The school ensures that all Staff keep up to date with developments in teaching and provision to meet the needs of students with SEND.

Aspects may include:

- ✓ All staff are given information and strategies as to how to support individual students
- ✓ Relevant training is given on INSET days
- ✓ Individual staff have developed specialist areas e.g. we have a specialist dyslexia teacher. We use Hearing Impairment and Visual Impairment external services. We have Higher Level Teaching Assistants for English, Maths, Science and Literacy.
- ✓ Induction sessions are led by the SENCO for new teaching staff in school in relation to SEN policy and practice.
- ✓ Induction sessions are led for new Teaching Assistants in school.
- ✓ The SENCO's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience

Storing and Managing Information

- ✓ Confidential SEN documents and information are stored in locked cabinets within the Learning Development Department
- ✓ Student files are kept until the child reaches the age of 25 then they are destroyed.
- ✓ All information regarding disciplinary or health matters must be removed from the students file 6 years after leaving school.

Reviewing the SEN Policy

In line with all school policies, the SEN policy will be kept under regular review.

Comments, Compliments and Complaints

There is a Complaints Policy available on the School Website which explains how the school records and deals with comments, compliments and complaints.

Appendices

Appendix 1: Key Documentation

The following documents have informed this guidance which may be helpful:

- ✓ Special Educational Needs and Disability Code of Practice 0-25 years
<https://www.gov.uk/government/publication/send-code-of-practice-0-to-25>
- ✓ Special Educational Needs and Disability: A Guide for Parents and Carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting Students at School with Medical Conditions
<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>
- ✓ Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- ✓ Surrey SEND 14 Toolkit for Pathways and EHC Plans
- ✓ Surrey Provision Management Tool:
 - Primary
 - Secondary
- ✓ Equality Act 2010
- ✓ Surrey Local Welfare Website