

## SEND Policy

## 2019-2020

[](https://www.thriveapproach.co.uk/)

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| **Date Reviewed:** |  |
| **Frequency of Review:** | **Annual** |
| **Date of next review:** |  |
| **Governor Signature:** |  |

**Our Ethos:**

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

**Purpose of Policy**

South Somerset Partnership School believes that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs or disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum.

**Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment. The accessibility plan is an integral part of this policy.

This policy should be considered in conjunction with government legislation:

The SEND Code of Practise 2015, The Children and Families Act 2013 and The Equalities Act 2014, Supporting Children at School with Medical Conditions 2014.

**Roles and responsibilities of Headteacher, Senior Leadership Team, other staff and management committee**

The Headteacher, together with the Senior Leadership Team, has responsibility for:

* The management of all aspects of the school’s work, including provision for pupils with SEND
* Keeping the management committee informed about SEND issues
* Working closely with the SEND personnel within the School
* Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the management committee

The **Special Educational needs co-ordinator (SENCO)** is responsible for:

* Overseeing the day-to-day operation of this policy
* Ensuring that an agreed, consistent approach is adopted
* Liaising with and advising other staff
* Helping staff to identify pupils with SEND
* Carrying out detailed assessments and observations of pupils with specific learning problems
* Co-ordinating the provision for pupils with SEND
* Supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs); setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND
* Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
* Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
* Maintaining the school’s SEND register and records
* Assisting in the monitoring and evaluation of progress of pupils with SEND though the use of school assessment information
* Contributing to the in-service training of staff
* Liaising with SENCOs in other schools to help provide a smooth transition from one school to another

**Teachers** are responsible for:

* Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENCO
* Making themselves aware of this policy and procedures for identification, monitoring an supporting pupils with SEND
* Giving feedback to parents of pupils with SEND

**Learning support staff/teaching assistants** should:

* Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
* Use the school’s procedures for giving feedback to teachers about pupils’ responses to tasks and strategies

The **Management Committee** will ensure that:

* SEND provision is an integral part of the school improvement/development plan
* The necessary provision is made for any pupil with SEND
* All staff are aware of the need to identify and provide for pupils with SEND
* Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical an compatible with their needs and the efficient education of other pupils
* They report to parents on the implementation of the school’s SEND policy
* They have regard to the requirements of the SEND code of Practice (2015)
* Parents are notified if the school decides to make special educational provision for their child
* They are fully informed about SEND issues, so that they can play a major part in school self-review
* They set up appropriate staffing and funding arrangements, and oversee the school’s work for pupils with SEND
* The quality of SEND provision is regularly monitored
* They, and the school as a whole, are involved in the development and monitoring of this policy

**Appendix: Local Offer**



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| **Type of School** | Pupil referral Unit |
| **Provision** | Link Education Centre  The Yeovil Centre  The Horizon Centre  The Steps Centre |

South Somerset Partnership School believes that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs and/or disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum.

**People Who Support Students With Special Educational Needs And/Or Disabilities, Or Difficulties With Learning In This School**

The **Headteacher**, together with the **Senior leadership Team**, has responsibility for:

* The management of all aspects of the school’s work, including provision for pupils with SEND
* Keeping the management committee informed about SEND issues
* Working closely with the SEND personnel within the School
* Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the management committee

The **Special Educational needs co-ordinator (SENCO)** is responsible for:

* Overseeing the day-to-day operation of this policy
* Ensuring that an agreed, consistent approach is adopted
* Liaising with and advising other staff
* Helping staff to identify pupils with SEND
* Carrying out detailed assessments and observations of pupils with specific learning problems
* Co-ordinating the provision for pupils with SEND
* Supporting class teachers in devising strategies, drawing up Individual Learning Plans (ILPs); setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND
* Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
* Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
* Maintaining the school’s SEND register and records
* Assisting in the monitoring and evaluation of progress of pupils with SEND though the use of school assessment information
* Contributing to the in-service training of staff
* Liaising with SENCOs in other schools to help provide a smooth transition from one school to another

**Teachers** are responsible for:

* Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum, seeking advice from the SENCO
* Making themselves aware of this policy and procedures for identification, monitoring an supporting pupils with SEND
* Reviewing ILP’s with staff and students where appropriate.
* Giving feedback to parents of pupils with SEND

**Learning support staff/teaching assistants** should:

* Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
* Use the school’s procedures for giving feedback to teachers about pupils’ responses to tasks and strategies

The **Management Committee** will ensure that:

* SEND provision is an integral part of the school improvement/development plan
* The necessary provision is made for any pupil with SEND
* All staff are aware of the need to identify and provide for pupils with SEND
* Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
* They report to parents on the implementation of the school’s SEND policy
* They have regard to the requirements of the SEND Code of Practice (2015)
* Parents are notified if the school decides to make special educational provision for their child
* They are fully informed about SEND issues, so that they can play a major part in school self-review
* They set up appropriate staffing and funding arrangements, and oversee the school’s work for pupils with SEND
* The quality of SEND provision is regularly monitored

**How Can My Child Get Help In School?**

Students in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

* *Any other staff in the school.*
* *Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, Education Psychologist, Hearing and Vision Support services, Learning Support Service.*
* *Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, CAMHS, Youth Offending Team and Integrated Therapy Service.*

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| What are the different types of support available for students with SEND in this school? | What does this mean? |
| Centre teaching staff input via good / outstanding teaching both inside and outside the classroom. | Students are allocated a place through the South Somerset PEVP Panel.  Students are either PEX, at risk of PEX or have medical needs that mean they are unable to access mainstream school.  All students complete a battery of baseline tests on admittance to the school.  All students are taught in small groups, where all staff plan and deliver lessons designed to help fill their gaps in learning and development.  An ILP is written that identifies a child’s individual needs.    Social and Emotional support is offered where required.  Advice and recommendations are provided to schools when students move on. |

**Statements and Education, Health and Care Plans (EHCs)**

The school (or you) can request that the Local Authority carry out a statutory

assessment of your child’s needs. This is a legal process and you can find more

details about this on the Somerset County Council website.

* After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, we will work with their mainstream school to access appropriate long term or post 16 provision.
* After the reports have all been sent in, the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, we will work with their mainstream school to access appropriate long term or post 16 provision.
* The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child*.* If your child is not deemed appropriate to return to mainstream school the EHC Plan will say which school can best meet their needs, and how they will get there.

**How can I let the school know I am concerned about my child’s progress in school?**

On entry to the school, every child is allocated a named contact who you can speak to at any time if you have worried about your child.

If you require further advice or support, you can contact the Leader of Learning in the centre your child attends.

**How will the school let me know if they have any concerns about my child’s learning in school?**

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail.

We will:

* Listen to any concerns you may have
* Plan any additional support your child may need
* Discuss with you any referrals to outside professionals to support your child’s learning.

**Who are the other people providing services to students with SEND in this school?**

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| *Directly funded by the school* | Parent and Family Support Worker, Adolescent Support Worker, Mental Health Worker, Careers Advisor, Teaching Assistants and Higher Level Teaching Assistants, Social and Emotional Behavioural Service, Virtual Classroom and Day 6 Provision, Social Inclusion Staff. |
| *Paid for centrally by the Local Authority but delivered in school* | Educational psychologist, Quality Assured Alternative Providers, Autism Outreach Service, Learning Support Service, Sensory Services. |
| *Other services* | Targeted Youth Support, Youth Offending Team, Integrated Therapy Services, CAMHS, Parent Partnership, Occupational Health |

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| *How are the teachers in school helped to work with students with SEND and what training do they have?* | The SENCO’s job is to support teaching staff in planning for children with SEND.  The school has a development plan, including identified training needs for all staff to improve the teaching and learning of all students.  Whole staff training to share knowledge, strategies and experience, ensuring consistency of approach with SEND students.  Individual teaching staff attend training courses run by outside agencies that are relevant to the specific needs of students in their centres. |
| *How will the teaching be adapted for my child with learning needs (SEND)?* | Teaching staff plan and deliver lessons according to the specific needs of all students in their groups, and will ensure your child’s needs are met. |
| *How will we measure the progress of your child in school?* | Each student has an ILP and their progress is continually monitored by teaching staff.  Reports will be sent to you at least termly.  A range of ways can be used to keep you informed of your child’s progress, which may include:   * Phone calls * Letters and certificates being sent home * Additional meetings if required * Reports, which will be sent to you at least termly |
| *What support do we*  *have for you as a parent*  *of child with SEND?* | Every student has a named personal tutor and  channels of communication between home and school are kept open.  We will signpost you to appropriate support services such as parent partnership.  ILP’s will be shared with you and reviewed, with your involvement, each term. |
| *How have we made this*  *school accessible to*  *students with SEND?* | We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and  inclusion.  Centres are accessible to students with physical disabilities.  There are accessible toilets in every centre..  Staff are advised by other relevant professionals, including the school nurse when appropriate.  We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is purchased.  South Somerset Partnership School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. |
| *How will we support your child when they are leaving this school? OR moving on to another class?* | We recognise that ‘moving on’ can be difficult for a child with SEND and / or disabilities and take steps to ensure any transition is as smooth as possible.  If your child returns to mainstream school, or moves onto specialist provision we will  Contact the school and ensure they know about any special arrangements that need to be made.  Make sure all records about your child are passed on as soon as possible.  We will support movement to post 16 provision by  Providing independent careers advice from Careers South West- this is offered to all students at SSPS.  Ensuring good liaison with future providers to support provision. |

**Management Committee SEND Governor 2019-2020**