



Cleeve
Park
School

SEND Policy September 2020

To be reviewed July 2021

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1) Aims and Objectives of this SEND policy

The aims of our special educational need and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to a broad and balanced curriculum and to the environment for all students.
- To ensure that children and young people with SEND engage in the activities of the school with students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional and mental health,
4. Sensory/physical.

- To listen, respond to and work collaboratively with parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well-targeted continuing professional development.
- To accept collective responsibility to provide a differentiated curriculum for students with SEND (a "whole pupil, whole school" approach).
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What is meant by special educational needs or a disability (SEND)?

The definition for SEND and for disability from the SEND Code of Practice (2014) states:

SEND: 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 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: Some children and young people who have SEND 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 activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) Admissions of students with SEND

See also school admissions policy.

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the [school admissions policy](#). We aim to support and include all students where possible.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs may be better met in specialist provision.

4) Identification of SEND

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's Executive Head Teacher/Head of School, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

We know when students need help if:

- Concerns are raised by students, parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress despite Quality First teaching and evidence of class teacher support.

The above is then cross referenced with identification guidance provided by The Kennal Academies Trust and the LA.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In assessing the needs of students the whole child is taken into account, rather than just those areas of need that can be regarded as special. The following, although not special needs, may well impact on progress:

- Attendance and Punctuality
- Health and Welfare
- Having English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Challenging behaviour in itself is not regarded as a special need. Any concerns relating to a child or young person's behaviour should be seen as a response to an underlying need (where a special need is identified and where it is linked to the behaviour).

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher/subject teacher/ form tutor. This may then result in a referral to the school SENCo whose name is Ben German and whose contact details are ben.german@clevepark-tkat.org.
- Parents may also contact the SENCo or the Executive Head Teacher/Head of School directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
 - Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - The quality of classroom teaching provided to students with SEND is monitored through a number of processes that is in line with the Teaching and Learning Policy.
 - Students' attainments are tracked using the whole school tracking system and are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.
 - Action relating to SEND support will follow an **assess, plan, do and review model**:
 1. **Assess:** Data on the pupil held by the school will be collated in order to make an accurate assessment of the student's needs.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then appropriate evidence-based interventions will be identified, recorded and implemented by school staff.
 3. **Do:** The class teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEND support) will be recorded on a plan that will identify a clear set of expected outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.
 - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools.
 2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
 3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
 4. Social Care, including the Disabled Children's Service.
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- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.
- For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- The progress of SEND students is formally monitored by the school's Governors at termly meetings of the Governors Strategic Standards Committee.

7) How will parents be helped to support their child's learning?

- Please look at the school website and Bexley Local Offer website which provide 'sign posts' for additional support.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning or accessing local support groups.

8) Students with medical needs/conditions (Statutory duty under the Children and Families Act)

- Students with medical needs that affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school/community nurse as being competent.
- For some students it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication.
- It is the parents responsibility to keep the school informed about any changes to the students condition or medication.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

9) What training do staff supporting children and young people with SEND undertake?

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.
- The school's SENCo attends on-going training provided by the LA and the Kemnal Academy Trust.

10) How will children with SEND be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

11) How accessible is the school environment?

The school site is fully accessible. Where appropriate push button exterior doors have been fitted. Disabled toilets are also available. There is a variety of furniture designed specifically around the needs of students with disabilities.

12) Transition into our school or within the school

A number of strategies are in place to enable effective transition. These include:

On entry:

- Prior to entry, admissions procedures are used to gather information relating to a child's needs.
- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September. This includes 2 Induction Days for Year 6 students in the Summer Term. These days may be personalised to meet an individuals' needs if appropriate.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo/HoY/ form tutor meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.

13) Transition to the next school and preparation for adulthood and independent living

Primary to secondary transition:

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school. These opportunities may be further enhanced for students with SEND.
 - In years 9 and 11 transition reviews are held in preparation for Key Stage 4, college and adulthood.
 - Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
 - For students transferring to local schools, the SENCos of both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition where possible.
 - The records of students who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school.
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Beyond school age:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <http://preview.tinyurl.com/mn5muuo> This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

14) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of students with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching
 2. The National SEND budget. This is a fund devolved to schools to support them to meet the needs of students with SEND at SEND Support (K) level of the Code of Practice.
 3. The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
 4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEND).
- This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the school website and Local Offer.
- The needs students with a Statement of SEND will be reviewed and where this remains appropriate will be converted to an EHC Plan by the Local Authority.

15) Access arrangements for exam concessions

Where there is a history of need, support and the students has concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school. Parents and carers will be informed about the outcome of these applications.

16) Complaints relating to SEND

Please refer to the school's Complaints Policy. Complaints about EHC Plans/Statements should be referred to the Local Authority that issued the plan.

17) Support services for parents of students with SEND include:

- The IASS service for Bexley is available to provide help and information for parents, carers and young people to understand the education system. The contact details for the service are: Telephone 020 3045 5976, email bexleyiass@bexley.gov.uk Address – Bexley Information, Advice and Support, Shepway Centre, Oxford Road, Maidstone, Kent. ME15 8AW.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located at www.kids.org.uk/regional-mediation
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Additional information and references:

Local Authority's Local Offer: The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. <https://www.bexleylocaloffer.uk/>

The SEND Code of Practice (2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting students at school with medical conditions
<https://www.gov.uk/government/publications/supporting-students-at-school-with-medical-conditions--3>

The Special Educational Needs and Disability Regulations 2014 <http://preview.tinyurl.com/m2bnos4>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan

LA: Local Authority

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

SEN Support: Support given to students with SEND from devolved funding

Statement: Statement of Educational Need

PPS: Parent Partnership Services