



community school
and sixth form

SEND POLICY

Approved by [Committee/FGB] on	July 2022
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Signed by [Chair of Governors/Chair of Committee]:	

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1. Aims

At The Weald, we are committed to offering an outstanding school experience which ensures the best opportunities for all of our students, whatever their needs or abilities. All students are valued and encouraged within our community to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who, at any time, is identified as requiring additional or special provision to help them achieve success. We promote an ethos of positive partnership and co-production between our staff and our parents of our young people with SEND.

Our aims are:

- 1. To ensure full entitlement and access for our students with SEND to Quality First Teaching and a broad and ambitious curriculum so that they can reach their full potential and enhance their self-esteem
- 2. To educate students with SEND, wherever possible, alongside their peers within the normal curriculum after giving due consideration to meet individual needs
- 3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education
- 4. To enable SEND students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future
- 5. To identify and assess students with SEND as early and thoroughly as is possible and necessary
- 6. To involve parents and students fully in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child their age and powers of understanding must be considered
- 7. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources

Our SEND Policy and Information Report aims to:

- 1. Set out how our school will support and make provision for pupils with special educational needs (SEND)
- 2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The contents of the policy have been determined in consultation with parents¹, staff and students of the school community. All of our school policies are interlinked and should be read and informed by all other policies.

The government has published a green paper on the future of the special educational needs and disabilities (SEND) and alternative provision (AP) system and has undertaken a public consultation on the green paper's proposals. You can find details about the SEND Review [here](#).

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Tony Aschettino taschettino@theweald.org.uk

They will:

- Work with the Headteacher and SEN 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 coordination 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

¹ NB: The term "parents" is employed throughout this policy to refer to parents, guardians or others in loco parentis.

4.2 The SEND Governor

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 SENDCO to determine the strategic development of the SEND Policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO 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

At The Weald we acknowledge that all teachers are teachers of special educational needs and/or disabilities. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their planning, classroom organisation, materials used and teaching style.

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND Policy

5. SEND Information

5.1 The kinds of SEND that are provided for

At The Weald, 20% of our children are identified as having a SEN and/or disability ('SEND Support') and 1.6% have EHC plans (Education, Health and Care Plans). This means all teachers expect to have, and cater for, students with SEND in their classes. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), oppositional defiance, attachment difficulties, Tourette's and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Attendance and Punctuality
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After or Post-Looked After Child
- Being a child of service personnel
- Having behavioural difficulties where an underlying cause has not been identified

5.2 Identifying pupils with SEN and assessing their needs

The process of identification and assessment normally starts through liaison with previous settings. The Director of Inclusion attends Year 6 Annual Reviews for students with EHC Plans. The Director of Inclusion and the Deputy Director of Inclusion also visits our primary feeder schools in May or June to discuss all students who are likely to have special 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. Every pupil is assessed using baseline tests, including Cognitive Ability Tests (CATs), reading and spelling tests. 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with parental support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with the Director of Inclusion (SENDCO) and GP if they think their child may have ASD or ADHD or some other disability.

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

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

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 SEN

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently in class and engaging in challenging work. Students with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant. 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.

When considering an intervention, we look first at the student's profile of learning in order that we can select the intervention which is best matched to the student. We provide the following interventions:

- Academic Monitoring
- Learning Mentor
- Literacy Intervention
- Numeracy Intervention
- Peer Tutoring
- Social Communication (individual and group work)
- Emotional Literacy Support

5.7 Adaptations to the curriculum and learning environment

The 6Rs are our curriculum implementation toolkit. They underpin quality first teaching for all. They ensure all students are supported and challenged to meet our high expectations, irrespective of their start points. The 6Rs are:

- Routines and Relationships (built on our 'Ready, Respectful, Working and Safe' agreement)
- Red Review (revision with knowledge organisers and personal learning checklists)
- Ratio (engage and challenge all students by raising ratio)
- Responsive teaching (check, correct, support and challenge all)
- Reading and vocabulary (explicitly teaching reading and vocabulary)
- Responsibility (explain, model and guide student responsibility with metacognition)

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

- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks, visual timetables and larger font.

- Using specific SEND support strategies, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

5.8 Additional support for learning

Our Inclusion team consists of:

- A Director and Deputy Director of Inclusion (both are qualified SENDCOs)
- An Inclusion Manager
- A Lead Inclusion TA
- A full-time Literacy Tutor and a two part-time Numeracy Tutors who teach small targeted groups
- Two part-time Emotional Literacy Support Assistants (ELSAs) who lead 1:1 and small group intervention for social communication and emotional regulation
- An EAL Coordinator
- SEND Mentors
- TAs who support pupils
- Learning Mentors
- School Counsellors

We work with the following services to provide support for pupils with SEND:

- Educational Psychology Service
- Speech and Language Therapy
- The Learning and Behaviour Advisory Team
- The Social Communication Team
- The Sensory Support Team
- Physiotherapy
- Occupational Therapy

5.9 Expertise and training of staff

Our SENDCO has 9 years of experience in this role and previously worked as a Director of Learning for 10 years. Our SENDCO holds appropriate qualifications to teach and make recommendations for secondary aged learners who have learning difficulties. They are allocated 5 days a week to manage SEND provision.

Our Deputy Director of Inclusion has 4 years of experience in this role and has the SENDCo qualification. They are allocated 5 days a week to manage SEND provision.

Our Inclusion Manager has 1 year experience in this role and previously worked for West Sussex County Council's Education and Skills Department as an Investigating Officer for children missing education. They are allocated 5 days a week to manage SEND provision.

5.10 Securing equipment and facilities

The school is compliant with the Equality Act 2010 and accessibility legislation. Where necessary, we secure equipment and facilities to meet the physical and learning needs of our pupils as advised by the Sensory Support Team and/or Occupational Therapy.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress
- Reviewing the impact of interventions to measure progress
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding Annual Reviews for pupils with EHC Plans
- Analysis and publication of Ofsted / HMI / LA reports

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

The school is compliant with the Equality Act 2010 and accessibility legislation.

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.

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.

The school's Accessibility Policy aims to:

- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services at The Weald
- Improve the availability of accessible information to disabled pupils

The Weald's Accessibility Policy is published on the school's website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development.

- All staff are aware of the emotional and social difficulties that children may experience, and needs are addressed by form tutors and class teachers.
- All pupils attend Relationship, Health and Personal Development lessons.
- All pupils are allocated a Head of House who help with emotional and social difficulties.
- Our Emotional Literacy Support Assistants (ELSAs) support pupils with emotional and social difficulties. Our ELSAs use a range of programmes such as; Talking and Drawing, Landscape of Fear, and Zones of Regulations to help pupils develop strategies for understanding and managing feelings.
- Pupils with emotional and social difficulties are encouraged to take part in extracurricular activities, such as; Forest School to promote teamwork and/or building friendships.
- The Weald complies with WSCC guidance on emotionally based school avoidance (EBSA). We have an EBSA lead.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The Weald supports a multi-disciplinary approach to maximise the educational provision for SEND students.

Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, for example, advice on the identification, assessment and effective provision of resources.

5.15 Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any complaints are taken seriously and are heard through the school's complaints policy and procedure. Complaints about SEND provision in our school should be made to the SENDCO in the first instance. If unresolved, 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

5.16 Contact details of support services for parents of pupils with SEN and/or disability

To see what services are available in the local area and how to access them, please refer to the Local Offer. West Sussex's Local Offer is available from the website <https://westsussex.local-offer.org>

The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage

The charity Reaching Families provide a comprehensive guide to support services in West Sussex. The website is <http://www.reachingfamilies.org.uk/guide.htm>

5.17 Contact details for raising concerns

Director of Inclusion: Tony Aschettino (taschettino@theweald.org.uk)

Assistant Headteacher: Richard Brimacombe (rbrimacombe@theweald.org.uk)

Headteacher: Sarah Edwards (sedwards@theweald.org.uk)

SEND Governor: Chris Hawley (chawley@theweald.org.uk)

5.18 The local authority local offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Our local authority's local offer is published here: <https://westsussex.local-offer.org>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Tony Aschettino, annually. 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 Policy
- Behaviour Policy
- Complaints Procedure
- Equal Opportunities Policy
- First Aid Policy
- GDPR Data Protection Rights
- Medicines in School Policy
- Quality of Education Policy