



Special Educational Needs and Disability (SEND) Policy

Date approved:	29 March 2017
Review cycle/date:	Every year, March 2018
Party responsible:	Full Governing Body
Linked policies:	Child Protection (Safeguarding) Policy, Accessibility Policy, Students with Medical Conditions & Managing Medicines Policy

The person responsible for overseeing the provision for students with special educational needs and disabilities (SEND) is:

Dave Dawson, Special Educational Needs Co-ordinator (SENCO)

Contact details: 01929 500599; davedawson@theswanageschool.co.uk

The nominated Governor for SEND is:

Alison Stephens

This policy was created by the school's Special Education Needs Co-ordinator (SENCO) with the SEND Governor in liaison with the senior leadership team, staff and parents of pupils with special educational needs and disabilities (SEND)

Our Vision

The department's vision is to endeavor to support every child with SEND, where reasonably possible, to access the full school community, access the curriculum and to make progress in lessons in line with their peers. We will aim to do this by (and not limited to):

- empowering teachers to support students with SEND through quality first teaching
- providing staff with teaching strategies and training in differentiating for students with SEND
- creating a Provision & Intervention Map (PIM) for all students who are on the SEND register
- providing targeted interventions with specific outcomes to support students with SEND for those who need it (this includes access arrangements)
- providing students and parents with strategies to assist their learning and access to support material to assist their learning (where reasonable and cost effective)
- signposting students and parents to appropriate support from outside agencies where needed
- liaising with outside agencies to support students in and out of school

- working closely with parents and students to ensure their voices are heard
- providing an initial assessment of SEND and referring for specialist assessments where needed (and cost effective)
- following the new SEND guidelines as set out by the SEND Code of Practice 2015
- ensuring all statutory needs of students with a Statement of Educational Need or an Education & Health Care Plan (ECHP) are met.

The SENCO and Head Teacher will hold regular meetings (bi-weekly) to plan and implement the development of the SEND department. Any discussions that then need to be raised with Senior Leadership Team will be done so as and when needed. All SEND actions will take into account the new SEND code of practice (2015), the wishes of parents and students who may be involved, advice from appropriate professionals (if relevant), whether the action has any ethical considerations and if the action is cost effective and an appropriate use of resources.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Department for Education (DfE), 2015) 3.65 and has been written with reference to the following guidance and documents:

- Statutory guidance on supporting pupils at school with medical conditions (DfE, April 2014)
- Policy for Students with Medical Conditions & Managing Medicines
- Child Protection (Safeguarding) Policy
- Accessibility Plan
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools (DfE Feb 2013)
- Teachers Standards (DfE 2012)

Overview of SEND provision

To ensure a graduated response, students who are identified as having (or possibly having) SEND will be recorded in a system of tiers:

- Tier 0 – Student has had historical SEND support which is no longer required. Recorded for future reference.
- Tier 1 – Student has SEND (or possible SEND) identified and needs can be met through quality first teaching, subject based intervention or access arrangements. Progress in English and Mathematics will be monitored and students will not be recorded on the schools SEND register but the school will write a Provision & Intervention Map (PIM) to identify strategies that can be used in class to support them on a needs basis.
- Tier 2 – Student has SEND (or possible SEND) identified and needs a specific SEN intervention, including and not limited to: emotional literacy support (ELSA), Move to learn – learn to move, LIFT/Literacy intervention and advice/programs of support provided by outside agencies (such as the Child and Adolescent Mental Health Services (CAMHS)).
- Tier 3 - Student has SEND identified and needs multiple or significant SEN interventions (which in addition to the above may include teaching assistant support in a group or has a high level of need identified by an outside agency).
- Tier 4 – Student has a Statement of Special Educational Need or an Education, Health & Care Plan (ECHP).

All students in tiers 2 and above will be recorded on the official SEND register and will have a PIM written for them. Students will move up or down tiers dependent on the level of support they need which may change over time. The decision for a student to be put into a tier or on to the SEND register is at the discretion of the SENCO who will consult with the student and their parents. All PIMs will be approved by the SENCO and will be written in consultation with the student, their parents and their teachers.

All decisions made regarding SEND provision are at the professional discretion of the SENCO and Head Teacher under consultation with teachers, students, their parents and other appropriate professionals.

SEND Policy and the Local Offer

The Swanage School Local Offer for children with special educational needs and disability reflects this SEND policy. The Swanage School maintains children's right to education and recognises the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We will endeavour to offer that provision where we can, to foster inclusion and provide full educational access subject to reasonable adjustments and an appropriate use of available resources.

Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The school's SEND policy aims to raise the aspirations of and expectations for all pupils with SEND, focusing on outcomes for students.

Arrangements for co-ordinating SEND provision

The SENCO will hold details of all SEND records, Individual Education Plans (known as Provision & Intervention Maps (PIMS)) and has access to progress and subject targets for individual students.

All staff have access to the following information:

- the Swanage School SEND Policy
- a copy of the full SEND Register including students who are on Tier 0 & 1
- guidance on implementing the Code of Practice
- information on students' special educational needs, including their PIMS
- practical advice, teaching strategies including differentiation, and information about types of special educational needs and disabilities
- information on the staff shared area on students and their special needs and requirements
- information on current legislation and SEND provision on staffroom notice boards.

This information is made accessible to all appropriate stakeholders in order to aid the effective co-ordination of the school's SEND provision.

Admissions

The admission arrangements for all children follows national legislation and is mindful of the Equality Act 2010. This includes children with any level of special educational need; those with a Statement of Special Educational Need or an Education, Health & Care Plan (EHCP), and those without.

Please be aware that any student who applies to The Swanage School with a Statement of Special Educational Need or an EHCP will be subject to the statutory consultation period as outlined on application. This is usually 15 working days from the school's receipt of the letter requesting the school's views. The school will

consider these applications in line with the criteria set out by Dorset County Council in this letter. For the Swanage School this criteria is taken from Section 9 of the Education Act 1996:

In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and local education authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.

At The Swanage School we look at the educational needs of a student with disabilities and, in liaison with all other agencies involved with the student, develop a PIM, which will allow for students to achieve their full potential through shared strategies, target setting and resources to support this.

All SEND paperwork and information should be passed to the SENCO as soon as possible. If the student is making a transition from another school, the SENCOs of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the student's entry to the school. The student will be closely monitored from the time they start at the school to ensure that relevant provisions required for special educational needs are available and appropriate.

To view our Admissions Policy, please refer to the school website.

Equal opportunity

The Swanage School operates an equal opportunity policy to allow all our pupils to access all aspects of our curriculum. It is organised and managed in such a way that it is free from discrimination and bias irrespective of people's sexuality, race, religious convictions and ability or disability.

To view our Accessibility Policy, please refer to the school website.

Facilities for those with special educational needs

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will endeavor to meet the requirements set out in Statements of Special Educational Needs or EHCP for each student. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide auxiliary aids and services where appropriate as detailed by the Equality and Human Rights Commission.

The school has a range of specialist SEND facilities in place:

- physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- assistive technology
- increased access to the curriculum and assistance during examinations (access arrangements)
- school transport.

Aims of this SEND policy

We aim to provide every student with a broad and balanced education based on the National Curriculum and in line with the Special Education Needs Code of Practice (January 2015, DfE) whose principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them

- greater choice and control for young people and parents over support collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

Objectives of this SEND policy

- to identify those with special educational needs as early as possible
- to monitor the progress of all students to ensure that those with special educational needs or disabilities have the opportunity to maintain the same rate of progress in their learning, or better, than students without special educational needs or disabilities
- make appropriate provision to ensure students with special educational needs or disabilities have full access to the school curriculum with positive outcomes
- work together effectively with other professionals and outside agencies to support the students at this school
- to foster emotional wellbeing and support students with social, emotional and mental health issues.

Identification of those with special educational needs

The school recognizes that it has no specialist capacity to diagnose specific learning difficulties (such as dyslexia) or medical needs (such as attention deficit hyperactivity disorder) but considers that it has significant experience to identify broad needs, plan support as required and refer if needed.

Referrals for possible access arrangements will be made with parental consent to either the Special Educational Needs Specialist Service (SENSS) or an appropriately qualified person who is employed directly by the school.

Referrals for a possible diagnosis of a specific learning difficulty will be made with parental consent to either SENSS or an appropriately qualified person who is employed directly by the school.

Referrals for a possible medical diagnosis will be made to the community pediatricians with parental consent.

Referrals to hearing or vision services will be made directly to them or through the community pediatricians with parental consent.

Referrals to occupational therapists (OT) can be made through a referral to community pediatricians or directly if the student has completed the learn to move intervention (with parental consent).

Referrals for support with social, emotional and mental health will be made to Child and Adolescent Mental Health Services (CAMHS) with the consent of the parents unless the student specifically requests that their parents are not informed and the school assesses them to be 'Fraser competent' and judges there to be no risk to the safety or welfare of the student by not informing parents.

The SEN register

The school decides whether to make special educational provision at the discretion of the SENCO and Head Teacher by involving the student, their parents / carers and their teachers and considering all of the information available, including the student's progress.

This may include: high quality and accurate formative assessment, using effective tools and early assessment materials. Where appropriate and reasonable, we draw on more specialised assessments for higher levels of need from external agencies and professionals. This may include input from the SENSS team, CAMHS or

other medical professionals.

The decision to place a child on the SEN register is based on their identified level of need in relation to the tiers of support. All students who are tier 2 or above will be placed on the official SEN register.

Parents / carers, families and children involved in this process are involved in the process by discussion and consultation. Every student is different and provides a different profile of needs overall. As a result, our SEN arrangements are personalised to meet the needs of the individual.

The Curriculum

Children with special educational needs and disabilities will be given help with the curriculum primarily through quality first teaching. Where needs cannot be met through quality first teaching the school will look to provide reasonable and appropriate SEN support through targeted intervention. This support is flexible and tailored to each student under consultation with staff, the student and their patterns.

The school curriculum is reviewed regularly to ensure that students of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEND provision is being used effectively and efficiently within the school to support the curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs and disabilities of any children including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff on SEND teaching, methods and techniques
- making use of all class facilities and space
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs
- making sure that individual or group SEN intervention is available where it is felt that students would benefit from such support
- the SENCO's advice being sought in any decision to provide long term group teaching away from the main classroom involving students with special educational needs or disabilities
- parents / carers being made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements and success
- encouraging students to share their targets with their families.

Inclusion of those with special educational needs and/or disabilities

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEND provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

We aim to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- providing a balanced curriculum for all students both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits

- adapting learning to best suit the needs of individual students
- promoting and encouraging all our students to be aware and responsible for their thoughts and actions.

Evaluating the impact of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and students throughout the year. The school strives to narrow the achievement gap between students who have special educational needs and those who do not.

There is an annual cycle of formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, feedback forms etc.

Working in partnership with parents / carers

See also the Home School Agreement.

The school embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs or disabilities so that the child / young person's requirements are provided for
- continuing social and academic progress of students with special educational needs and/or disabilities
- personal and academic targets are set and met effectively
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centered Reviews.

The school welcomes parents' comments and suggestions; parents / carers can request an appointment to speak to any member of staff including the SENCO throughout the year for any reason. If parents / carers have concerns about staff supporting their child with special educational needs or disabilities, they should talk in the first instance to the SENCO.

Parents / carers are kept up to date with their child's progress through progress reports, parents' evenings and provision map reviews.

The school will provide information on how to contact the SEND Information, Advice and Support Service (SENDIASS) who offers independent and impartial advice, guidance and support for parents / carers. SENDIASS can also advise on how to obtain mediation services.

Complaints procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO. Information on how to make a formal complaint is published on the school's website.

Continuing Professional Development

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of students with special educational needs and disabilities. The Governors will report each year to parents / carers on the policy for children with special educational needs (see SEND Information Report published on the school's website).

The SENCO, in liaison with the staff co-ordinator for continuing professional development (CPD), will recommend or arrange appropriate SEND training for staff where needed.

Links to support services

The school nurtures strong working relationships with external support services in order to support students fully.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child / young person. This will then be brought to the attention of the SENCO and the student's parents / carers.

The following services and links are on offer at the school where appropriate and necessary:

- Koru Project
- Equilibrium
- Shadows
- Mosaic
- Dorset Reading Partnership

Links with other schools

The SENCO is a member of local network of SENCOs through the Purbeck Education Partnership which enables the school to build SEND resources and to share advice, expertise and training.

Transition between schools

Transition arrangements include:

- Year 6 'Moving On Up' transition programme with all of our primary feeder schools
- liaison with SENCOs of schools from which new students with SEND have joined The Swanage School
- formal transition review requirements for young people in Year 9 who have a Statement of Special Educational Needs or EHCP
- transition plans through Ansbury.

Links with other agencies and voluntary organisations

The school has links to a variety of specialists and external agencies who have specialist professional knowledge that enable us to provide appropriate SEND support in school and support for students/parents outside of school. The SENCO is the designated person responsible for liaising with appropriate outside agencies regarding SEND support. These agencies include, but are not limited to:

- **Voluntary** – Dorset Readers
- **Dorset County Council provision** - Hearing and Visual Support Services (HVSS), Educational Psychologists, SENSS, SENDIASS
- **Health and Care provision** – Community Pediatricians, CAMHS, Locality Social Workers, Shadows (substance abuse advice and support), Occupational Therapist, School Nurse, Youth Workers and Assist Workers

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents / carers will be invited to and informed about any meetings held concerning their child unless safeguarding issues deem this to be inappropriate.

Role of the SEND Link Governor

The SEND Link Governor representing the governing body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs and/or disabilities get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for students with special educational needs. The SEND Link Governor responsibilities are:

- helping raise awareness of SEND issues at governing body meetings and giving up-to-date information on SEND provision within the school
- assisting in the regular review of provision for children with SEND and ensuring that parents and children have confidence in this provision
- having familiarity with the statutory elements of this policy and how they are implemented
- understanding changes in law associated with the delivery of SEND within our school
- challenging and holding to account those who coordinate SEND by reviewing SEND achievement data, and seeking to reduce any SEND curriculum performance gap
- reviewing the effective and efficient use of SEND funding delegated to our school.

The SEND team at The Swanage School

Dave Dawson	SENCO, BScEd (Hons), National Award for Special Educational Needs Coordination
Ruth Brierley	HLTA; Emotional Literacy Support Assistant
Amanda Brennan	HLTA with responsibility for literacy intervention
Sue Fane	HLTA and Cover Supervisor
Matt Hamilton	TA
Pamela Holt	School Counsellor
Kate Anderson-Doig	TA
Amy Derrick	TA
Drew Hamilton	TA

GLOSSARY

CAMHS	Children & Adolescent Mental Health Services
EHCP	Education, Health & Care Plan
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant
HVSS	Hearing & Visual Support Services
PIM	Provision & Intervention Map
SEAL	Social and Emotional Aspects of Learning

SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SENDIASS	SEND Information, Advice and Support Service
SENS	Special Educational Needs Specialist Service
TA	Teaching Assistants