



## SEND

Last Reviewed: May 2017

Next Review: May 2018



### 1. Introduction

Sandringham aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. Our SEND provision is co-ordinated by the Learning Support Faculty, under the Senco. Our framework, provision and practices are described in our SEN policy, follow recommendations of the new SEN Code of Practice 2014, Department for Education (DfE) definitions and guidance and reflect our statutory duties introduced by the Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005.

On the 1<sup>st</sup> September 2014, a new SEND (Special Educational Needs and Disabilities) Code of Practice came into effect for schools in England and Wales. Sandringham has complied with all aspects of the new Code and as part of a 3 year programme of transition, all Statements of SEN have now been converted to the new Education, Health and Care (EHC) Plans.

This policy provides a framework of the work carried out at Sandringham School in relation to SEND and our duties in relation to the new Code. The complete SEND Code of Practice is available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### 2. Principles

By SEND we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. This is where a student's learning difficulty or disability calls for sustained (greater than two terms) provision different from or additional to that normally available to students of the same age.

SEND difficulties will fall into the following broad categories.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The first response will always be making high quality teaching available through the classroom. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice 2014.

### 3. Identification and assessment

Many students with SEND will have had formal assessments or diagnoses prior to joining Sandringham School. Our Learning Support Faculty has effective links with our primary feeder schools and liaises with them to help identify students with special needs who will be coming to Sandringham. Students and their class teachers are visited in Year 6 and the Senco takes part in Year 6 annual reviews of students with EHC Plans or those with a significant need.

The purpose of identification is to work out what action the school needs to take, and not to fit a student into a category. Students identified as SEND would normally be making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress

- fails to close the attainment gap between the student and their peers
- widens the attainment gap

<p><b>Non-SEND:</b> Students making progress and attaining in line with their peers and expectations.</p> <p><b>Action:</b> High quality teaching available through the classroom.</p>	<p><b>Non- SEND monitored:</b> Students who may have a SEND history and/or for whom there is an emerging gap in progress and attainment.</p> <p><b>Action:</b> In addition to high quality teaching available through the classroom, short-term intervention such as Lexia® or Guided Reading may be in place.</p>	<p><b>SEND:</b> Students whose needs can be identified through the 'Broad Categories' and where the progress and attainment gap is measurable and sustained.</p> <p><b>Action:</b> In addition to high quality teaching available through the classroom, SEND students are likely to be in receipt of a prolonged (two terms +) intervention or provision, such as Specialist Intervention Teaching or Access Arrangements.</p>
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#### 4. Provision

At Sandringham we have a policy of individual planning and recording for all students, and deliver personalised learning initiatives. Provision-mapping for students with SEND is therefore an integral part of our whole-school management systems. Every student has individual targets whether or not they have SEND, and we record outcomes for every student. Vulnerable students for whom English is a Second Language and Ethnic Minorities, are a feature of the work within Learning Support which also includes those students with SEND. Provision mapping is used to track progress and measure the impact of support. Whilst the Senco does not have overall responsibility for all vulnerable students, there is a natural overlap as a proportion may also have SEND needs.

For students with SEND our provision mapping also:

- Identifies additional or different provision and its costs
- Links provision to individuals
- Monitors and reviews provision and students' targets

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in-class work or targeted group interventions by Learning Support staff, such as: literacy and numeracy catch-up classes; social skills groups; speech and language interventions; homebased learning support; 1:1 learning programmes; CogMed® and Lexia® programmes.

Students with formal Access (exam) arrangements are also classified as SEND. SEND staff work closely with Directors of Learning (DoLs) to ensure that the necessary evidence for a 'picture of need' is collected and collated for Access Arrangements to be processed. Those students may be in receipt of such support as extra time and/or a reader and/or access to a word processor. Access arrangements are assessed and applied for under the guidelines, laid out annually, of the Joint Council of Qualifications (JCQ). Whilst the school does accept the findings of privately commissioned reports for diagnoses of need, the school is duty bound, to carry out its own screening and assessments for the issuing and awarding of Access arrangements and cannot use the findings of privately commissioned reports as evidence. The school may however use NHS sourced evidence for Access arrangements, in the case of a medical need impacting on exam performance.

In many cases, students with SEND will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We usually use elements of these reports to inform our provision planning.

Students with SEND who have broader difficulties and challenges, such as managing behaviour may receive outside of the Learning Support Team and in these situations planning work is carried out in partnership with the Performance Directors (PDs).

A small number of students who have a significant disability will have a Care Plan prepared with the help of the student and their parents or carers, the School Nurse, health services, and other involved professionals including the school's Senco. Care plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually.

## **5. Resources**

Funding for students with SEND is allocated according to a funding formula which changes from time to time. Additional 'exceptional needs' funding is available for the most severe levels of need in mainstream schools. Decisions about the allocation of these funds are made by District Support Groups (DSGs) who manage a notional budget for this purpose. The majority of this funding is already allocated to schools for existing named pupils and so any allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system. Our Senco manages our bids for funds.

## **6. Partnership with parents, carers and students**

Sandringham emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- discussions with teachers, pastoral staff, PDs, DoLs, and the Senco
- inputs to provision-planning
- sharing details of external reports and assessments
- participation in reviews and parents/carers' meetings

SEND planning meetings with students and parents take place on Learning Review Days and Parent Teacher Consultation evenings. Individual Education Plans (IEPs) have now been revised into a single document called the *Learning Support SEND Report* which is shared with the student, parents and staff.

## **7. Monitoring and evaluation**

This SEND policy is reviewed by Governors annually, and the Senco prepares an annual report for the governors' Curriculum, Achievement and Wellbeing committee.