



Special Educational Needs and Disability (SEND) Policy

Committee:	Achievement
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Additional School Procedure – N/A	
Committee:	
Procedure Adopted:	
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1.0 Aims

- 1.1 The aim of the Partnership's SEND policy is to support schools in making appropriate provision of education for pupils with SEND. As well as promoting high standards and the fulfilment of potential, Partnership schools must make their best endeavours to enable pupils to achieve their best, become confident individuals and make a successful transition to the next stage of education.
- 1.2 This policy should be read in conjunction with the SEND Code of Practice, each school's Special Educational Needs and Disabilities (SEND) Information Report and Accessibility Policy, which are available on each school's website. This policy document should also be read alongside BCP's local offer for SEND support which is available via [this hyperlink](#) or Dorset Council's local offer which is available via [this hyperlink](#).

2.0 Vision for pupils with SEND

- 2.1 Our vision is one of educational provision where all pupils with SEND have access to the support that they need to fully participate in the broad and balanced curriculum.

3.0 Definition of Special Educational Needs

- 3.1 *"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have 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"*

(SEND Code of Practice for 0 – 25 years, DfE, June 2015)

- 3.2 A pupil has special educational needs if they have a learning need that calls for special educational provision to be made. A child should not be identified as requiring special educational needs solely on the basis that they use English as an additional language.
- 3.3 A pupil has special educational needs if they have a disability which prevents or hinders them from accessing education and therefore requires special educational provision. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).
- 3.4 Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

4.0 Roles and Responsibilities

- 4.1 **The Trust Board** determines the Partnership's general policy and approach for education of children with SEND as detailed in the SEND Code of Practice. The Trust Board makes strategic decisions on the allocation of Partnership resources by understanding the impact of provision for pupils with SEND.

4.2 **The Local Governing Body** is responsible for holding school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties. In addition, LGBs must:

- Establish the appropriate staffing and funding arrangements for pupils with SEND;
- Identify a link Governor for SEND who is available to offer support and challenge to school leaders;
- Publish information on the school website about the implementation of the policy for pupils with SEND on an annual basis via the 'SEND Information Report' (see appendix 1);
- Publish an accessibility plan for the school on a triennial basis, or sooner where required;
- Receive the Partnership SEND audit on a triennial basis, or sooner where required (see appendix 2 and section 5.2);
- *Prioritise admission of pupils with SEND in accordance with the school's published admissions policy (see section 7.0).*

4.3 **The Head teacher** has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. This includes, but is not limited to:

- Developing a whole school approach to the identification of pupils with SEND;
- Establishing the appropriate staffing and funding arrangements for pupils with SEND;
- Incorporating the quality of teaching and progress of children with SEND within the performance management process;
- Co-operating with the LA and other partners to explore how the needs of children with SEND can be met;
- Ensuring that pupils with medical conditions are supported appropriately;
- Reporting to Local Governing Body, the outcome of monitoring activities involving SEND pupils or the effectiveness of the school in delivering the aims of this policy.

4.4 **The SENDCo** is the member of staff designated to co-ordinate the provision for pupils with SEND. They should act as a champion for inclusion and:

- Identify children with SEND in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information;
- Maintain and update a register of all identified children;
- Take a leading role in the day-to-day management of inclusion for children with special educational needs and/or disabilities;
- Work directly with teachers in order to develop highly inclusive teaching;
- Liaise with class teachers in the administration of appropriate monitoring and screening procedures;
- Advise teachers on target setting, planning, differentiation, teaching strategies and the matching of appropriate resources to children's special learning requirements;
- Support colleagues with ideas, techniques, knowledge and research for the whole range of children with special needs, identifying training requirements when appropriate (see Code of Practice Framework);
- Support teachers with recording strategies within a school support plan (SSP) when it is required;
- Liaise with other schools and educational support services and coordinate the provision of any advice from outside agencies;
- Prepare information on how money has been allocated where requested;

- Liaise with parents and to encourage equal participation in the education and development of their child;
- Ensure that pupil records are maintained and updated.

4.5 **Teaching staff** are responsible for the provision of highly inclusive teaching. Teachers are accountable for the outcomes of pupils with SEND and must respond to needs by:

- Promoting a culture in which differences are valued;
- Using materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Offering a highly differentiated curriculum in order to ensure access and success in the full range of subjects;
- Addressing all forms of bullying;
- Encouraging all pupils to participate fully, regardless of their disabilities or medical needs;
- Having high aspiration and expectation for pupils with SEND;
- Writing individual support plans in liaison with the school SENDCo;
- Ensuring that any additional adults supporting a child with SEND are clear about their roles and responsibilities;
- Informing parents of their child's provision, progress and involving them in setting key targets;
- Maintaining up-to-date information about the progress of pupils with SEND.

Within Partnership schools, all teaching staff follow school specific procedures to identify, assess, plan and review provision for children with SEND.

5.0 Monitoring and Evaluation

5.1 School leaders should monitor and evaluate the impact of the school's provision for inclusion and children with SEND. In doing so, leaders may consider the extent to which:

- Teachers understand the aims of the policy and subscribe to the provision made;
- Teachers have the resources necessary for teaching all of the children in their care;
- Children, including those with SEND are receiving the help they need and that they are making good progress;
- Parents of children with SEND believe their children's educational needs are being met;
- Parents and teachers work in partnership for the benefit of the child;
- Children are happy with the provision being made for them;
- Internal and external monitoring identify effective support;
- Highly inclusive teaching, as a result of effective planning/differentiation, ensures inclusion and progress for all.

5.2 It is recommended that the SEND audit tool (appendix 2) is completed on a triennial basis and shared with the SEND link governor. The audit tool will help leaders and governors to understand areas of strength and those that require further development. The tool is intended as a working document that is added to over time.

6.0 Identification, assessment and review

6.1 The assessments and concerns of teachers, parents and external specialists must be taken into account when ascertaining whether a pupil has SEND. To do this, the SENDco will assess individual placement within the 2015 Code of Practice framework by:

- Asking questions;
- Observing individual children to identify needs and individual progress;
- Obtaining information through regular liaison with class teachers;
- Monitoring records of attainment, teacher assessments and SATs results;
- Using a range of assessments to identify specific areas of need such as: the cognitive profiling system (CoPs); British Picture Vocabulary Scales (BPVS); Phonological Assessment Battery (PhAB); Wide Range Intelligence Test (WRIT);
- Using Dyslexic screeners where appropriate;
- Obtaining assessment reports and advice from the Educational Psychologist and other services;
- Taking note of other outside agency advice and reports (Health, Social Services etc).

Where a school makes special educational provision for a pupil with SEND they should always inform the parents (SEND code of Practice 2015).

6.2 Partnership schools adopt a graduated approach with four stages of action: assess, plan, do and review, following the guidance set out in the SEND Code of Practice. Each Local Authority has developed detailed local guidance regarding the graduated response of need within the four areas:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health;
- Sensory and Physical.

6.3 Schools may request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention following a graduated response, a pupil remains a significant cause for concern. A Statutory Assessment can be requested by a parent or outside agency. In order to proceed with the statutory assessment, a school should have a range of information upon which it can draw, which may include, but is not limited to:

- The actions followed from the graduated response that the school has already undertaken;
- Records and outcomes of regular reviews undertaken;
- A pupil's provision map;
- Information on the pupil's health and relevant medical history;
- Attainment, information regarding the pupil's progress and school internal assessments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- Behaviour logs and records of exclusion (where appropriate);
- The views of the pupil's parents;
- The views of the pupil (where appropriate);
- Social Services/Educational Welfare Service reports;
- Information from any other involvement by professionals.

6.4 An Educational Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer within normal SEN support. A request for a Statutory Assessment does not inevitably lead to an Educational Health Care Plan (EHCP) and that the granting of an EHCP may not lead to additional funding.

6.5 An EHCP will include details of learning objectives and other educational or health outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Established through parental/pupil consultation;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

In reviewing EHCPs, Partnership schools follow their Local Authority procedures in relation to national review points as detailed below:

- At the end of a key stage;
- When a placement has changed;
- When there has been a significant change in a pupil's level of need;
- Annually, as appropriate (taking into consideration the criteria above).

In each school, the Inclusion Leader / SENDCo will organise these reviews and invite:

- The child's parent, guardian or carer;
- The child if appropriate;
- The relevant teacher;
- The SENCO/Inclusion Leader.

The aim of the review will be to:

- Assess the pupil's progress in relation to targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- Set new targets for the coming year.

6.6 The progress of pupils with SEND is monitored as detailed in the Partnership's assessment handbook. In addition to this, all Partnership schools will ensure:

- Additional testing is used as appropriate/advised by outside agencies to gain more detailed information about a pupil's needs;
- Results of testing are shared with other relevant parties, including parents;
- Results of testing contribute to the criteria for inclusion of a child on SEND register (as per each Local Authority's published SEND criteria.)
- Support plans are reviewed and amended in light of the assessment information generated for each child (these need to reflect clear targets that are appropriate next steps for each pupil to work on);
- Small steps of progress are used to inform teaching sequences;
- Support plans will be shared with parents.

6.7 School leaders are responsible for directing the use of funds allocated by the Partnership to meet the needs of pupils with SEND. In some cases, a school will receive additional funding from the Local Authority where the need of a pupil is particularly high in terms of adult support or specialist resources or provision. Funding is normally spent on:

- Teaching Assistants
- More detailed assessments (e.g. SENISS);
- Specialist equipment;
- Staff training;
- Specific programmes of learning to meet individual needs;
- Interventions.

Within Coastal Learning Partnership, it is recognised that the greatest resources are the teachers and other adults that a pupil may be working with. The SENDCo will ensure that members of staff have up to date knowledge and training so staff are best placed to support pupils alongside required equipment and resources.

6.8 Parents of children with SEND have considerable knowledge and experience which should be acknowledged and shared. All schools within the Partnership aim to work with parents to support them to:

- Play an active and valued role in their child's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated and supported;
- Have access to information, advice and support during assessment and any related decision- making process about SEND provision.

The Partnership expects that parents and carers are:

- Welcomed and encouraged to discuss their child's needs openly with the class teacher and SENDCo so that planning is based on the needs of the child;
- Given regular access to information regarding their child's support and progress through review meetings and individual appointments at a frequency determined by the school or upon request from the parent/carer;
- Informed of who to contact regarding their child's SEND, within school or through partner organisations.

7.0 Admissions Arrangements for SEND pupils

7.1 The admissions policies of Partnership schools prioritise the entry of pupils with an education, health and care plan (EHCP) where the Partnership school being applied to is named. The child will be admitted to the school and the number of available places against the PAN will reduce correspondingly. Admission of children with an EHCP is dealt with by the pupil's home Local Authority (LA) (which is where they reside). In exceptional circumstances, a school may be unable to meet the very specific needs of a child. In an event where the Local Governing Body feels that the school is unable to meet a pupil's needs, this is then referred back to the Local Authority's SEN team.

7.2 Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that a consultation regarding access arrangements can take place (please refer to each school's Disability and Access Arrangements Policy for more information).

8.0 Working with outside agencies

8.1 Schools within the Coastal Learning Partnership value specialist advice and support from a variety of professional and voluntary services.

8.2 Schools may liaise with a range of external services, where this serves the best interests of each pupil. This includes:

- Social Services.
- Education Welfare Service.
- School Nurse.
- Community Paediatrician.
- Physiotherapy.
- Occupational Therapy.
- Speech and Language therapists.
- Special Educational Needs and Inclusion Service.
- Visual and hearing impaired team.
- Mental health team.
- LA advisors for SEN, G and T, EAL pupils – including Educational Psychologists.
- Art and Play Therapists.

9.0 Complaints

9.1 Any complaint should be made through Coastal Learning Partnership's Complaints Policy. This document is available via the school or Partnership website.

Appendix 1

What to include in the SEN information report (Taken from SEN Code of Practice - Jan 2015)

1.0 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- The kinds of SEND provided for;
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools);
- Arrangements for consulting parents of children with SEND and involving them in their child's education;
- Arrangements for consulting young people with SEND and involving them in their education;
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review;
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- The approach to teaching children and young people with SEND;
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND;
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision made for children and young people with SEND;
- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND;
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families;
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

1.1 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND.

- 1.2 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEND policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the Local Authority's offer is published.
- 1.3 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.
- 1.4 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEND support, and to enable the local authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND information report.

APPENDIX 2 COASTAL LEARNING PARTNERSHIP: SEND AUDIT

The senior leadership team should use this tool to review SEN provision within the school on a biannual basis. The completed audit must be shared with the Local Governing Body.

AUDIT OF SEND PROVISION		
School:	Completed by:	Date:

Leadership						
Statement	<i>Not evident</i>	<i>Developing</i>	<i>Secure</i>	Evidence	Required actions	Next steps
1. SEND has representation on the SLT.						
2. School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms effectively.						
3. The headteacher has a clear vision for the education of pupils with SEND. The school has a culture of high aspiration for all children.						

4. The SENDCo has received appropriate training.						
5. The SENDCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.						
6. The role of SEND governance holds the school to account in order to have a positive impact on the outcomes of all pupils. The governor has attended appropriate training in order to do this effectively.						
7. SEND has a high profile in the school.						
8. Funding for SEND is transparent. The SENDCo is involved in decisions over resourcing and staffing.						

9. There is a SEND development plan with clear aims and objectives. Key priorities are identified correctly.						
10. Roles and responsibilities for SEND are clear.						

Assessment and Identification						
Statement	<i>Not evident</i>	<i>Developing</i>	<i>Secure</i>	Evidence	Required actions	Next steps
11. The effectiveness of classroom teaching is taken in to account before assuming a child has SEN.						
12. Comprehensive assessment supports accurate identification of need and informs classroom practice.						
13. Behaviour and attitudinal surveys are used to support the identification process.						
14. The SEND register is accurate and reviewed at least termly.						
15. Support is delivered by adults who recognise when a pupil may need to be assessed for SEND.						

<p>16. Data on the primary needs of pupils infers accurate identification. A broad range of needs have been identified and specific groups of pupils are not disproportionately represented.</p>						
<p>17. Outside agencies are used to support the identification process.</p>						
<p>18. A clear referral system allows all staff to raise concerns regarding a pupil's welfare or progress.</p>						
<p>19. The school scrutinises behaviour, exclusion and attendance to ensure additional learning needs are not missed.</p>						
<p>20. Parents and carers are fully involved in discussions with the school when identifying why their child may be having difficulties.</p>						

Teaching and Learning						
Statement	<i>Not evident</i>	<i>Developing</i>	<i>Secure</i>	Evidence	Required actions	Next steps
21. Teachers use assessment information to plan and differentiate lessons effectively to account for the needs of pupils.						
22. Subject resources and schemes of work are adjusted appropriately to support pupils with SEND.						
23. Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development.						
24. Leaders with responsibility for SEND are involved in reviewing and helping teachers improve the quality of teaching for all pupils.						
25. SEND provision at the school is transparent; class teachers are aware of the support that is available and its impact.						

<p>26. Evidence from the school SEF shows the teaching of interventions is considered to be consistently good or better.</p>						
<p>27. The individual needs of pupils are communicated effectively to all staff. Class teachers act on advice and strategies that are provided to ensure that all pupils are able to participate and achieve.</p>						
<p>28. Alternative packages of support are available and adjustments to the curriculum for pupils with SEND are made where appropriate.</p>						
<p>29. The performance management system is used to hold teachers to account for progress of pupils with SEND.</p>						
<p>30. Leaders with specific SEND responsibilities are fully involved in the delivery of high quality, whole school CPD.</p>						

SEND AUDIT SUMMARY

Statement	Not evident	Developing	Secure	Statement	Not evident	Developing	Secure
1				16			
2				17			
3				18			
4				19			
5				20			
6				21			
7				22			
8				23			
9				24			
10				25			
11				26			
12				27			
13				28			
14				29			
15				30			