



SEND Policy

Review Body:	Local Governing Body
Leadership Group Responsibility:	Deputy Head Teacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	November 2023
Next Review:	November 2024

Context

This policy is in line with our teaching and learning objectives and equality of opportunity policy and aims to support inclusion for all of our students.

Rationale

Newstead Wood School is committed to ensuring that the necessary provision is made for every student within our community. Newstead Wood School celebrates the inclusive nature of our schools and strives to meet the needs of all students with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of students is the first response to supporting students with SEND. Some students will need something **additional to** and **different from** that which is ordinarily available for the majority of students, this is *special educational provision* and the students in receipt of this provision will be included on the school's SEND Register.

Newstead Wood School will ensure that the necessary provision is made for any student who has SEND. We will ensure that all staff are able to identify and provide for these students to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

- ***Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.***
- Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

Aims and Objectives

Aims

Newstead Wood School is committed to providing an inclusive, stimulating and safe environment which

will enhance the learning of all students and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEND.

Objectives

- To identify and provide for students who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a student with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of students identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every student whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

It is important to note that a student who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole student in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

Newstead Wood School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all students is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a student's progress or when they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a student's progress despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having special educational need, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Newstead Wood School will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and teacher at Student Progress Meetings.

Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. We believe that every teacher is a teacher of SEN. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEND co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority. The principal responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Overseeing the records of all students with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Heads of Year

- Work with students, parents, teachers and the SENCO to ensure effective day to day operation of the policy.
- Regularly monitor progress of all students.
- Respond to concerns from students, teachers or parents.
- Responsible for the target setting, planning, monitoring and evaluation cycle.

All Teaching and Non-Teaching Staff

- All subject teachers are kept informed about students with SEND by way of the additional needs register, which is a live document that is fully accessible through the Staff Hub. Staff will then make their own arrangements for differentiation as appropriate, with guidance and support from their subject teams and SENCo as necessary.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all students including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of student needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Class teachers will ensure that any student on the SEND register is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.

Identification and Assessment

Some students come to Newstead Wood School with specific needs already identified. The SENCO and the Heads of Year will monitor these students and agree on the level of intervention required.

Students with SEND are identified in a number of ways, all of which are part of the overall approach to monitoring progress of all students:

The progress of every child is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO/ Members of Leadership Group/ Heads of Year/ School Counsellor/ Attendance Officer and a plan of action is agreed. All of the information gathered from within the school about the students' progress, alongside national data and expectations of progress, is considered.

Class/ Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

Parents may arrange to meet with the SENCO if they are concerned about their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some 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 liaise with the SENCO and contact their GP if they think their child may have ASD or ADHD or some other disability. Newstead Wood School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment.

As this is a selective school we do not use results of CATS or SATS as an indicator of special needs, however staff will look at these to measure the balance between verbal and non-verbal reasoning and quantitative skills. Spelling and reading ages are also assessed at the beginning of Year 7 to assist in the identification of literacy difficulties.

Four Part Cycle

Where a student is identified as having a special educational need, Newstead Wood School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

In line with 'Special educational needs and disability code of practice: 0 to 25 years' [Code of Practice 2015](#) Newstead Wood School will follow the four part graduated approach cycle.

Assess

In identifying a child as needing SEN support we will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services.

We will take seriously any concerns raised by a parent. This assessment will be reviewed regularly.

Plan

Where it is decided to provide a student with SEN support, we will formally notify parents, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified and parents should be fully aware of the planned support. We will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child and they will work closely with any teaching assistants or specified staff involved.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. This will feed back into the analysis of the student's needs.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Provision and Resources

Students with special educational needs are supported in a manner appropriate to individual need:

- Students with Educational Health and Care Plan (EHCP) have additional support provided as outlined in the EHCP
- Students may be supported in school with a pupil passport and individual support as necessary as well as support from external agencies
- Students may be supported in school by teachers with specialist SEN training

Other students identified as having difficulty may:

- Be given short term support or monitoring
- Have targeted support or intervention depending on the need
- Be referred to external agencies for assessment and further support

Storing and Managing Information

Student records and SEN information may be shared with staff working closely with SEN students to enable them to better meet the individual student's needs. Student SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No student will be refused admission to school on the basis of his or her special educational need (see section 3.1 of the admissions policy). In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for students with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Newstead Wood School we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENCOs
- Key staff exchange
- Workshops for parents and students
- Orientation days

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Newstead Wood School we do our best to ensure that those students who require access arrangements receive them. This is based on evidence collated by class teachers, diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Statutory Assessment of Needs (EHCP)

A small number of students whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Newstead Wood School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

Monitoring and Review Process

Regular monitoring of the quality of provision for all students, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly.

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

Student progress is tracked half-termly and where students are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Newstead Wood School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school

has both an appointed member of staff and a governor for Looked after Children.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Student Progress Meetings and at the end of a targeted intervention.

Working with other Agencies

Newstead Wood School has one Student Support Mentor and one Teaching Assistant.

External agencies include London Young Counselling, the Vision and Hearing Advisory Team and the Social and Communications Difficulties Team. We also work closely with Bromley Y and CAMHs.

Dissemination

The SENCO provides information about which students have special needs through a SEN register available on SharePoint.

All staff are informed of the particular requirements of individual students with special needs in the SEN folder on SharePoint.

All teaching staff and tutors are expected to know which students in their classes or tutor groups have special needs and make appropriate adjustments to support their access to the curriculum and extra-curricular activities. The status of SEN students and their access arrangements is pinned on the teacher's class register.

Record Keeping

Newstead Wood School will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the students' profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Student's own perceptions of difficulties.
- Information from Health/ Social Services.

Evaluation/Success Criteria

The progress of students with special needs and /or disabilities is monitored regularly in line with our whole school monitoring procedures.

Public examination outcomes are reviewed separately for students who have an EHCP. The SENCO produces an annual report on special educational needs provision for the Governing Body.

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.

