



**Stoke Mandeville Combined School
Governing Body**

SEND Policy

Adopted by SMCS January 2019 (signed).....

To be reviewed annually

Reviewed (date)..... Signed

Reviewed (date)..... Signed

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1. Aims

Our SEND policy and information report aims to:

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

At Stoke Mandeville Combined School we believe that each pupil has individual and unique needs. However some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant number of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Stoke Mandeville Combined School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- To enable every pupil to experience success
- To promote individual confidence and a positive attitude
- To ensure that all pupils, whatever their special educational needs, receive appropriate provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- To identify, assess, record, and regularly review pupils' progress and needs
- To involve parents/ carers in planning and supporting at all stages of their children's development
- To work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- To ensure that the responsibility held by all Staff and Governors for SEND is implemented and maintained.

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, SEND co-ordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND 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 and Teacher in Charge of the ARP

The SENDCo is Ms Melanie Hayden

Teacher in Charge of the ARP is Mrs Emma Tattersall

They will:

- Work with the headteacher and SEND 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 co-ordination 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

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 SEND 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 SEN 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 SEND

4.4 Class teachers

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 report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Hearing Impaired Additional Resourced Provision for Hearing Impaired children
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their 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. 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 SEND.

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.

5.3 Criteria for Entry to the ARP

A child is eligible to be offered an ARP placement if they meet ALL of the following criteria.

- The child has an EHCP or is currently undergoing a statutory assessment of their needs under the 1996 Education Act
- Hearing Impairment is specified as the primary need on the child's EHCP or Statement
- The child's communication skills are significantly delayed as a result of their Hearing Impairment
- The child requires specialist teaching by a ToD, special support assistants and a specialist speech and language therapist to develop skills in language and literacy
- The child needs access to audiological equipment which needs daily monitoring by a ToD
- The child is able to access mainstream inclusion with an appropriate peer group
- The child needs the support of on-site expertise in a deaf aware environment
- The child may benefit from a deaf peer group and role models

In exceptional cases a child who does not fully meet the criteria may be considered for an ARP placement.

5.4 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

It is the intention at Stoke Mandeville Combined School that parents of children with SEND are involved in the setting of clear outcomes and reviewing of progress towards them. Activities and the support that will help the children achieve these outcomes will be discussed, and the responsibilities of the parent, the pupil and the school will be identified. Termly meetings will be held with parents whose children have SEND. We invite parents at least three times a year to meet with us to review progress for SEND children.

5.5 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

The assessment will be reviewed regularly.

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.

5.6 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.

Transfer and links with other schools

- SEND action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named
- representatives from receiving school visit our school to meet pupils before transfer

5.7 Our approach to teaching pupils with SEND

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. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics
- Catchup Literacy
- Catchup Numeracy
- Precision Monitoring
- Emotional Literacy Support (ELSA)
- Rainbow Road (OT Support)
- Lego Therapy (Social Skills Support)
- Read/Write Intervention
- Nurture Group
- Additional English and Maths sessions (Keep up not Catchup)

- Reverse integration groups with children for the Hearing Impaired department and mainstream pupils.

5.8 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Visual scaffolds to support the main class teaching

5.9 Additional support for learning

We have 8 Teaching Assistants who are trained to deliver interventions such as Catchup Literacy, Catchup Numeracy, Lego Therapy and ELSA

Teaching Assistants will support pupils on a 1:1 basis when they need work that is at a different curriculum level to the main class teaching for an individual

Teaching assistants will support pupils in small groups when a group of children need the work to be modelled more than once, with additional support with language choices and structure of work. Or for groups of children that need additional support to maintain concentration.

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

- Bucks SEND Team
- Bucks Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- Paediatricians
- Educational Psychologists

5.10 Expertise and training of staff

Our SENDCo has 1 year's experience in this role and has worked as a special needs teacher for 9 years.

She is allocated 3 days a week to manage SEND provision.

We have a team of 15 Teaching Assistants, including 1 Higher Level Teaching Assistant (HLTA) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Catchup Numeracy, Catchup Literacy, Rainbow Road, ELSA, Precision Monitoring and Nurture Groups

We use specialist staff for children with hearing difficulties

5.11 Securing equipment and facilities

We secure equipment and facilities for SEND Children in the following ways:

- Referral to outside agencies e.g. ICT assessment
- Collaborative work with specialist teachers to secure days out for children with physical disabilities

- Collaborative work with OT to secure equipment e.g. specialist chair

5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks/1 term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- monitoring of classroom practice by the SENDCo and subject leaders
- analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND Governor
- school self-evaluation,
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- termly meetings of parents and staff, both formal and informal, to plan IPMs and targets, revise provision and celebrate success.
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5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 excluded from taking part in these activities because of their SEND.

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with an emotional and/or social need are given support by our ELSA
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.15 Working with other agencies

Children who are known to social care and have special educational needs have this reported at any meeting of professionals. Any further support which can be provided by Social Care is advised at each meeting. Actions taken by the school are also recorded in action plans to ensure a full picture of the needs of the child are named and recorded.

When we identify a child as having a need that we cannot meet in school we will discuss the issues with the child and their parents/carers. This may result in a referral to:

- GP
- Paediatrician
- CaMHS
- Voluntary agencies

We will continue to liaise with any outside agency until the child has been discharged from their care. We will continue to monitor their welfare.

5.16 Complaints about SEND provision

Complaints relating to SEN provision in our school this should follow the complaints process and the first point of contact should be to Melanie Hayden, SENDCo . If resolution cannot be met any escalation will then be referred to the school's complaints policy.

Following the use of the schools complaints policy parents of pupils with disabilities still 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

5.17 Contact details of support services for parents of pupils with SEND

In the first instance please arrange a meeting with the class teacher and/or the SENDCo to discuss your concerns. The SENDCo will be able to offer some signposting to the most relevant support services available.

Resources which may be useful are Buckinghamshire Family Service Local Offer: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>

Alternatively, you can contact a voluntary agency called SENDIAS, who will offer further advice and support: <https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

5.18 Contact details for raising concerns

All initial email contact should be made through the school office using the email address office@stokemandeville.bucks.sch.uk. Any information will be passed onto either Melanie Hayden SENDCo or Emma Tattersall Teacher in Charge of the ARP.

5.19 The local authority local offer

Our contribution to the local offer is:

https://stokemandeville.eschools.co.uk/web/special_educational_needs_and_local_offer/255142

Our local authority's local offer is published here:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5>

6. Monitoring arrangements

This policy and information report will be reviewed by Melanie Hayden SENDCo on an annual basis. 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

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SMCS SEND Annual Report