

Rationale

All young people should have access to a broad and balanced curriculum, with teaching and learning strategies that maximise achievement with their relative progress recorded, reviewed and valued. The needs of all learners should be met, with aspiration for all, from all, in every lesson of every day.

Every student should be able to participate in the full range of extra-curricular opportunities and activities available at the School, experiencing life in all its fullness.

1. Compliance and framework

- a. This policy complies with the statutory requirements of the Children and Families Act 2014 (Part 3), the Equality Act 2010 (Part 6 and Schedule 10), the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0-25 Years (January 2015), and has been written with reference to the following guidance and documents:
 - i. Equality Act 2010: Advice for Schools (GEO/DCMS February 2013)
 - ii. SEND Code of Practice: 0 -25 Years (DfE/DoH January 2015)
 - iii. Children and Families Act 2014, Part 3
 - iv. Special Educational Needs and Disability Regulations 2014
 - v. Supporting Pupils at School with Medical Conditions (DfE September 2014)
 - vi. Teachers' Standards (DfE July 2011)
 - vii. The School's Equality Policy
 - viii. The School's Child Protection and Safeguarding Policy
 - ix. The School's Admissions Policy
 - x. The School's Accessibility Plan
 - xi. The School's Conduct and Consequences Policy
 - xii. English as an Additional Language
 - xiii. Children with Health Needs Who Cannot Attend School Policy
- b. The Governing Body affirms the following principles:
 - i. The education of all students is of equal value, irrespective of learning difficulties or physical disabilities.
 - ii. All staff are expected to include and engage students with special educational needs and disabilities.
 - iii. All students with special educational needs and disabilities join in mainstream activities so long as those are appropriate for the young person concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of School resources.
 - iv. Staff are committed to a partnership with parents and relevant external agencies with the intention of addressing the needs of students who have been clearly identified and assessed.
- c. This policy ensures St Andrew's approach:
 - i. is in line with our vision and ethos, and compatible with our other key policies
 - ii. supports and promotes inclusive 'quality first' teaching; high-quality everyday personalized teaching.

2. Professional Responsibilities

- a. The Headteacher will ensure the effective implementation of the SEND Policy and the SENDCO is responsible for co-ordinating, monitoring and evaluating the provision for additional educational needs across the School. The SENDCO will also lead on developing effective partnerships with parents and external agencies.

- b. The governing body hold the School leadership to account for the wellbeing and outcomes of students with SEND. A named link governor will lead this responsibility.
 - c. The leadership team will report to governors on:
 - i. Monitoring, evaluating and reporting on provision for students with additional needs.
 - ii. Identification and delivery of enhanced learning provision for students and training for teachers and support staff.
 - iii. Oversight and maintenance of resources for SEND students.
 - iv. Effective partnerships with parents and external agencies, including regular meetings with parents and consistent communication.
3. Operational Guidelines
- a. The School follows the guidance contained in the SEND Code of Practice and recognises the definition of SEND as those students who have a significantly greater difficulty in learning than the majority of others of the same age and that some students may have needs that fall within or across four main areas:
 - i. Communication and Interaction.
 - ii. Cognition and Learning.
 - iii. Social, emotional and mental health difficulties
 - iv. Sensory and/or Physical needs.
 - b. Whenever possible, special educational needs and disabilities are met within the mainstream classroom and based on quality first teaching strategies, rarely with additional in-class support. It may be necessary for some students to withdraw from some mainstream classes for the purpose of attending individual or small group work. Such support may be provided by teaching staff, learning support assistants or external agencies working closely with the School.
 - c. Students with defined special educational needs and disabilities are supported and monitored under the new Code of Practice through School Support as follows:
 - i. A pupil passport is created and reviewed annually for all students identified as SEND i.e. a student that:
 - 1. Makes little or no progress even when the classroom strategies are targeted to particular needs.
 - 2. Shows difficulty in developing literacy and/or numeracy skills.
 - 3. Shows persistent social, emotional or mental health difficulties which are not addressed by the School's Pastoral Support System.
 - 4. Has physical or sensory problems despite use of specialist equipment.
 - 5. Has communication and/or interaction difficulties leading to little or no progress.
 - ii. Progress is monitored on a regular basis and parents contacted at least three times a year to ensure they are fully involved in the support measures being used by the School.
 - iii. If there is continuing concern about progress the School will
 - 1. Identify fresh targets following liaison with staff, external agencies and parents.
 - 2. Amends provision to address ways of achieving the fresh target
 - d. In addition, the SEND Department offers:
 - i. advice on curriculum development
 - ii. support teaching
 - iii. bespoke training
 - iv. INSET on how to ensure that all children make sustained academic progress
 - v. allocation of Learning Support Assistants (LSAs)

- vi. regular reporting of SEND issues to the Leadership team to raise awareness and ensure the effective implementation of processes and procedures.
- e. A graduated approach is adopted for students identified as having SEND. The level and type of support provided will enable the student to achieve adequate progress. Provision is identified and managed by the SEND Department and will be planned and delivered by teaching and support staff.
 - i. Wave 1: Quality First teaching by all teaching staff.
 - ii. Wave 2: is initiated where students have failed to make adequate progress as identified by the SEND Department through the assessment arrangements. Provision from within the School's resources is identified to help meet the student's needs. Interventions may include:
 - 1. Additional learning programmes for literacy; speech, language and communication; social skills
 - 2. Smaller group sessions
 - 3. Appropriate teaching groups/sets
 - 4. Group support on a regular basis
 - 5. Additional staff training
 - iii. Wave 3: Where students fail to make adequate progress, despite additional provision at Wave 2, the School seeks advice and involvement from external support services. If it is decided that a student requires additional provision on a regular basis for an extended period then the School will apply for additional resources. The application will be evaluated against criteria established by the LA.
- f. An Education, Health and Care Plan (EHCP) may be appropriate where there is evidence of complex needs and/or a student fails to make adequate progress and has demonstrated a significant cause for concern.
- g. Requests for statutory assessment are made via the Local Authority and may be requested by the School or parents. This may or may not result in the issuing of an EHCP.
- h. The LA SEND strategy and Local Offer is a key document to inform decisions about needs and provision (including involvement of outside agencies) and to monitor the progress of individual students.

Appendix - Reviewing of the Special Educational Needs/Disabilities (SEND) Register

A review of the SEND Register takes place termly.

1. Our approach to teaching pupils with SEND is such that, all teachers are expected to deliver high quality first teaching strategies in their lessons. Teaching staff are regularly reminded of this expectation and strategies are regularly shared by the Special Educational Needs/Disabilities Co-ordinator (SENDCo) for individual students. CPD is delivered with this as a focus regularly and robustly.
2. The SEND Code of Practice (2015) tells us that 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'
3. All pupils on the SEND register have a Pupil Passport outlining the additional to/different from strategies that teachers need to use to support them. The Pupil Passport is reviewed in deciding whether there is sufficient evidence to show that they fit this definition of having a special education need.
4. The SENDCO and Assistant SENCO make an informed decision about whether they require continued SEND support; if they are currently receiving SEND support (i.e. additional to/different from), assess whether this is addressing their needs and whether it needs to continue, or if high-quality universal classroom provision which

is personalised would meet their needs now. Information from reports, feedback from staff and observations in learning walks are considered alongside the strategies on the Pupil Passport.

5. The SEND Register is also considered following Pupil Passport review meetings and gathering of whole-school assessment data. Continual progress and improved attainment will also trigger re-assessment and discussion regarding the removal, or change of status, of pupils placed on the SEND register.
6. Parents/carers are informed and asked to celebrate the progress made by their child. The pupil continues on a monitoring list. This is also reviewed termly using the same information as the SEND Register to make an informed decision.
7. 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/carers. We will use this to determine the support that is needed and whether we can provide it through high-quality first teaching, or whether something different or additional is needed.

The St Andrew's SEND Information Report (available on the school website) assists understanding of provision offered and considers the local authority Local Offer.