



SEND POLICY 2021-2022

1 Sponsor

Principal

2 Reviewed

September 2019

3 Revised

May 2021

Supporting Documents

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England
- Safeguarding Policy
- Teachers Standards 2012
- SEND Code of Practice 0-25 June 2014
- Children and Families Act 2014
- Equality Act 2010
- Schools SEND Information Report Regulations (2014)
- Ofsted inspection framework 2014

Section 1 - SEND Arrangements for Charlton School

Introduction

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

We are committed to delivering a broad, balanced and knowledge rich curriculum, enabling students to achieve their best and ensuring they are well equipped for the future. Our curriculum plans for the needs of all learners, as they progress through their five years in our care, providing opportunities for enrichment to develop wider aspects of learning.

We see each student as an individual and encourage them to build their unique character through our personal development programme. Our curriculum is enhanced by a wide range of sustained enrichment opportunities, enabling students to discover and nurture their talents and interests which enrich their educational experience and inspire them to find activities that they will continue to engage with for life.

Students are guided by our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as mentors to track their academic and personal progress. Heads of Year and Pastoral Managers offer further leadership, coaching and support and, as required, access the services of external agencies. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.

Charlton School is fully committed to a policy of inclusion where we aim to integrate all students fully into the life of the school. To this end we acknowledge the fact that all teachers are teachers of Special Educational Needs and/or Disabilities (SEND) and our ethos is one of helping both staff and students to thrive in an inclusive environment. All children admitted to the school, including those with disabilities, have access to our broad and balanced curriculum on offer.

Student support is seen as a whole school commitment involving every individual; each having a responsibility to offer Quality First Teaching (QTF), providing engaging and challenging experiences across the curriculum and pastoral support. Our team of specialist teachers and support staff offer special needs provision, integrating students and providing small group support where necessary.

We welcome students of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 June 2014 and reflects the information in the School Information Report.

Purpose of the policy

The Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014) provides guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs and disabled children and young people (SEND).

This policy sets out the requirements of the Code of Practice in relation to students with SEND attending Charlton School.

Development of the policy

This policy was developed by the Associate Senior Leader, Inclusion and SENCO in consultation with students, staff, governors, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. The Associate Principal is a qualified teacher, qualified SENCO, and a member of the school's Leadership Team.

When developing the policy we took account of the DfE guidance on the Equality Act 2010; the SEND Code of Practice 0-25 (June 2014), the Schools SEND Information Report Regulations (2014) and also the Ofsted inspection framework 2014, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to SEND, under the SEND Code of Practice: 0-25 years we also include information within our self-evaluation review, school improvement plan, the school prospectus, school web site and newsletters. There are also references in the behaviour, admissions, equality and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, senior leadership team and the school council.

This policy also links to the following documents:

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England
- Safeguarding Policy
- Teachers Standards 2012
- SEND Code of Practice 0-25 June 2014
- Children and Families Act 2014
- Equality Act 2010
- Schools SEND Information Report Regulations (2014)
- Ofsted inspection framework 2014

Section 2 – Aims and Objectives

Aim

Charlton School is committed to supporting all students to make the best possible progress that they can during their time with us. A student is identified as having Special Education Needs if they have:

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

We aim to:

- Raise the aspirations of, and expectations for all pupils with SEND
- Focus on outcomes for children and young people rather than just on hours of provision
- Support children and young people to make progress in line with, or exceeding their expectations
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school
- Support children and young people to make a successful transition from school to further and/or higher education and employment

Objectives

- To identify and provide effective support for children and young people who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to management and provision of support for special educational needs
- To provide a Director of Inclusion (SENCO) who will manage, monitor and review the SEND Policy
- To provide support and advice for all staff working with children and young people with special educational needs

Section 3 – Identifying Special Educational Needs

There are four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification

At Charlton School we identify the needs of pupils within the context of the needs of the whole child. This will not just include the special educational needs of the young person.

Students may be identified as having additional learning needs in one of the following ways:

- From information supplied at the time of transition into the school
- Through baseline tests undertaken during the transition process
- Through other assessments taken at the start of Year 7
- Through specialist assessments
- Through teacher generated assessment data
- Through concerns raised by a subject teacher
- Through concerns raised by a parent

The following factors are not considered as SEND, but it is recognised that they may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation, but these alone do not constitute SEND).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Behaviour is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person’s behaviour should be described as an underlying response to a need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need, and work with each child or young person to support their individual needs.

Section 4 – A Graduated Approach to SEND Support

At Charlton School we follow the recommendations of the SEND Code of Practice (2014) to form the basis of the process we use to identify and manage children or young people with SEND.

Quality First Teaching (QFT) is used as a measure of effective practice. The class teacher provides an educational experience that allows for all children and young people, including those with SEND to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to make expected progress or better. Additional intervention and support cannot compensate for a lack of good quality teaching.

QFT practice is part of the **Graduated Response** that Charlton School offers for pupils with SEND:

- **ASSESS** the needs of pupils - class teacher
- **PLAN** how those needs will be addressed - class teacher, supported where needed by the Associate Senior Leader, Inclusion and SENCO or SEND team
- **DO** - teach using identified strategies that will support pupils with SEND
- **REVIEW** how well the strategies have worked in supporting pupils to make expected progress or better, and identify what changes are needed.

Teachers are responsible and accountable for the progress and development of the children and young people in their class, including those who access support from Learning Support Assistants, or specialist staff.

The monitoring of high-quality teaching is done in a number of ways:

- Regular learning walks
- Lesson observations
- SEND pupil observations
- Pupil voice surveys
- Tracking and analysis of data for children and young people with SEND
- Cooperative work between the Associate Vice Principal of Inclusion and curriculum leaders

If, through the graduated response, a child or young person is identified as having possible SEND, the Associate Principal of Inclusion is informed. The Associate Principal of Inclusion will then take consider all information gathered from within the school about the child or young adults progress (to include high quality and accurate formative assessment), alongside national data and expectations of progress. For higher levels of need, the Associate Senior Leader, Inclusion and SENCO may then invite a more specialised assessment from an external agency or professional, such as the Educational Psychologist or Learning Support Advisory Teacher (LSAT).

The Associate Senior Leader, Inclusion and SENCO will again follow the graduated response process to make a formal diagnosis of SEND:

- **ASSESS** – consider all information gathered from within the school about the child or young adults progress (to include high quality and accurate formative assessment), alongside national data and expectations of progress. For higher levels of need, the Associate Principal of Inclusion may then invite a more specialised assessment from an external agency or professional, such as the Educational Psychologist or LSAT Specialist Teacher.
- **PLAN** – the child or young person will be placed on the SEND register. An Individual Support Plan will be set up to outline the provision needs and support strategies to be used. Support needs for all pupils are recorded on the SEND Provision Map. For children or young people with an Education, Health and Care Plan a keyworker will be allocated, who will contact parents to introduce themselves and explain the support their child will receive through being placed on the SEND register.
- **DO** – SEND information will be shared with staff teaching the child or young person to allow for reasonable adjustments to be made to support high quality first teaching. The Associate Principal of Inclusion may also allocate a Learning Support Assistant within lessons, or provide withdrawal or one to one opportunities, ***depending upon the identified needs of each child or young person and the outcomes being worked towards***. Parents of children or young people with SEND are welcome to meet with school staff at least once per term. This meeting may be with the Associate Principal of Inclusion, the keyworker, with another member of the Access and Inclusion team, with a specific subject teacher or with a member of the Leadership Team.
- **REVIEW** – The Associate Principal of Inclusion will continue to monitor the progress and attainment of children and young people with SEND on a regular basis and modify the provision as necessary following the assess, plan, do, review process – please refer to section 5.

Section 5 – Procedure for Assessment and Monitoring of SEND

1. Initial Assessment of Need completed – this is completed for all pupils joining the school where transfer information indicates that they have a special educational need. This is also completed for any student referred by a teacher or parent who is concerned that they have a special educational need.
 - a. If the initial assessment of need indicates that the young person may have a SEMH need, a Behaviours Questionnaire (RCAD/SDQ) may also be completed.
 - b. If the initial assessment of need indicates that the young person may have a physical need, then the Accessibility Plan may be referred to.
2. APDR cycle 1 – as part of the graduated response, the assessment of need and identified provision is documented for the young person. This information is shared with all teachers and staff working with the young person and is reviewed regularly.
3. Provision – a provision map is completed to include all young people identified as having SEND.
4. Individual Support Plan – each young person identified as having SEND will have a plan. This will include an overview of need and a plan of strategies to support their area of need.
5. Academic Review completed – each term an academic review will be carried out for each student. This will involve one or more of the following:
 - a. Review of assessment data
 - b. Academic questionnaire from staff
 - c. Lesson observation
6. APDR cycle 2 – after review (which may involve parents), any changes to a student's needs will be

shared with all staff working with the child. The plan will continue to be reviewed each term.

Section 6 – Criteria for exiting the SEND register.

The SEND Code of Practice 0-25 year (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

It is therefore likely that a young person will be removed from the register because:

- They were identified as SEND at primary school, but their needs have changed as they have become older
- They were previously identified as SEND but their needs can be met through the improved quality of initial teaching and differentiation
- They were identified as having a juvenile disability, which has ceased to be a cause for concern as they have grown older

The decision to remove a child from the SEND register is considered carefully. As part of this process, a review, similar to that carried out as part of the graduated response will take place, to include one or more of the following:

- a. Review of assessment data
- b. Academic questionnaire from staff
- c. Lesson observation

If this review indicates that the young person no longer requires special educational provision to be made for them, parents or carers will be informed and offered a meeting with the Director of Inclusion to discuss this process further if needed.

Any young person who is removed from the SEND register will continue to be monitored through the school's academic and pastoral reporting systems.

Section 7 – Supporting Pupils and Families

The school is committed in its role of supporting the parents and carers of young people with SEND. As part of this we will:

- Endeavour to return phone calls within 48 hours, by telephone or email
- Offer to meet with new parents or carers at open evenings, transition evenings or by appointment
- Keep parents and carers involved with identifying any special provision we wish to put in place above in-class support, such as withdrawal programmes
- Share information about exam access arrangements
- Offer support to parents by collecting academic information on their behalf if they are unable to attend parents evening
- We endeavour to meet parents as often as needed: At drop off or pick up, Informal meetings as requested, Parent's evening or Review meetings. (considering current Covid 19 restrictions, face to face, parent meetings of longer than 5 minutes are discouraged where possible and are conducted on Microsoft Teams were practicable)

Section 8 – Monitoring and Reviewing the policy

We review the information about SEND in the policy bi-annually and make adjustments as appropriate. Our review involves students, staff, governors and parents and carers.

Section 9 – Disseminating the policy

This SEND Policy, along with the School Information Report, is available on the school website, or a paper copy can be requested.

We ensure that the whole school community knows about the policy, objectives and data through the school website, newsletter, assemblies, staff meetings or other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and equality.

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