



Headteacher: Mr Matthew Whatford

SEND Policy	
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This policy and Information Report promote the successful inclusion of students with Special Educational Needs (SEN) and disabilities.

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

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 the 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

Children must not be regarded as having a learning difficulty solely because English is their second language. Special educational provision is interpreted as:

- Provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than specialist schools, in the area.

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.

Aims

- To provide a secure and safe environment in which students with special educational needs are effectively identified and then supported/enabled to achieve their full potential
- To foster maximum independence in educational, social and emotional terms and to promote lifelong learning, so that young people with special educational needs and disabilities contribute to society as responsible and fulfilled citizens
- To ensure that all the needs of our students are identified, recognised and addressed and that the students and the parents/carers are involved in all stages of the process
- To ensure that students with special educational needs will have access to a broad, balanced curriculum and, if necessary, this is adapted to meet their learning needs
- To ensure a whole school approach which provides a coordinated and cohesive response to student's individual needs
- To build positive partnerships with parents/carers in a co-operative way: planning monitoring and evaluating their child's provision
- To ensure effective liaison with relevant outside agencies, voluntary groups and charities to ensure appropriate and effective support, advice and provision

Context

At Imberhorne, approximately 19.1% of our children are identified as having a SEN and/or disability ('SEND Support') and 2.4% have EHC plans (Education, Health and Care Plans). (Figures: 1557 on roll, 298 on SEND register, 37 students with EHC plans) This means all teachers expect to have, and cater for, students with SEND in their classes. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), oppositional defiance, attachment difficulties, Tourette's and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy

SEND are long term and significant difficulties, not gaps in learning. It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Attendance and Punctuality
- Being in receipt of Student Premium Grant
- Being a Looked After or Post-Looked After Child
- Being a child of service personnel
- Having behavioural difficulties where an underlying cause has not been identified
- Adverse Childhood Experiences (ACEs)

Whole School Provision

We believe that all practitioners working with SEND students should adapt and differentiate provision according to the needs of the children in all their lessons and extracurricular activities to ensure progress is maximised. To that end colleagues will ensure:

- The identification of all students requiring SEND provision as early as possible so that attainment can be raised. This information will be routinely updated and made available to all staff to inform their teaching.
- That we monitor all students who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, social, mental and emotional health and sensory and/or physical development.
- That, when required we employ the use of a wide range of extended services to support SEND provision.
- That all staff deliver Wave 1 high quality teaching and learning, ensuring that all students are able to fulfil their potential.
- CPD regarding SEND and related issues is utilized to the full in planning and delivery to meet the needs of the learners.
- That we work closely with all parents to listen to their views, to build on children's previous experiences, knowledge, understanding and skills so that they can develop in all aspects of the curriculum. We believe that parent/carer involvement and support is vital to the success of the education of any student and especially those with SEND.
- All SEND pupils are involved, where appropriate and practical, in decisions relating to their future

Identifying pupils with SEN and assessing their needs

The process of identification and assessment normally starts through liaison with our primary feeder schools. The SENDCo attends Year 6 Annual Reviews for students with EHC Plans and Year 5 Annual Reviews where deemed appropriate. The SENDCo also visits our feeder schools in May or June to discuss all students prior to them starting at Imberhorne in September.

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. Every pupil is assessed using Cognitive Ability Tests (CATs) as well as reading comprehension assessments. 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 SEN.

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.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with 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 speak to their GP if they think their child may have ASD or ADHD or some other disability in the first instance,

Roles and responsibilities

The Role of the Governing Body: The Governing Body has a duty to:

- Ensure that appropriate provision is made for pupils who have SEND. Appoint a SEND governor who has responsibility for such provision.
- Ensure that all Governors are aware of the importance of identifying and providing for children with SEND as part of their induction training.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that the statutory SEND requirements (Children and Families Act 2014) are fully enforced. (See THS SEND Local Offer).

The Headteacher:

- Is responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Should keep the Governing Body informed of the progress made by SEND pupils, annually at Full Governor Meetings.

Co-ordination of SEND provision:

SEND co-ordination and provision is monitored and overseen by a qualified SENDCo.

They are responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Leading and overseeing the schools provision maps for SEND students
- Identifying and assessing students who have (or may have) SEND and coordinating timely and effective support in order to maximize their achievement
- Co-ordinating provision for children with SEND including Annual Reviews and EHCP applications
- Reviewing the performance and progress of SEND students regularly (at least termly) and amending provision and support in order to maximise student progress
- Ensuring there is liaison with parents/carers and other professionals in respect of children with SEND which includes regular review meetings
- Managing and leading the team of SEND support staff
- Advising and supporting other practitioners in the school
- Contributing to the CPD of the staff
- Ensuring that appropriate ILPs and Pupil Passports are in place, that relevant background information about children with SEND is collected, recorded and updated
- Liaising with external agencies including LAs, educational psychology services, health and social services, voluntary bodies and other schools
- Management and purchase of resources for the SEND cohort
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them Ensure that teachers and support staff are aware of the importance of identifying, and providing for, those children with SEND
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of the decision of any extra provision being made for their child

Teaching and non-teaching staff:

- Must ensure that they are actively aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities through the SEND Register, Provision Maps, Google Classroom and other information distributed by the SENDCo and Leadership Team.
- All teachers have a responsibility to bring to the attention of the SENDCo any child whose needs they believe are not being met. It is incumbent upon teachers to be aware of the varying needs of pupils in their classes and to plan lessons with appropriate adaptation and differentiation.

Identification, Assessment and Review

We are committed to the early identification and intervention of children who have SEND. The Children and Families Act 2014 has made some changes to the way children are categorized.

School Support School

Action and School Action Plus have been replaced with one category called SEN Support K - at differing levels to reflecting outside agency involvement – e.g. K and KA. If a child is identified or transfers from Primary with SEND, it is recorded on Bromcom so that all teachers can access the description of needs and plan accordingly. Further advice, assessment and professional support may be sought and implemented as appropriate for the individual needs of the child.

Students on SEND support will receive additional support from Teaching Assistants in certain lessons where required and where there are staff available. Extra support can also be provided through Inclusion and other school interventions based in department areas.

Students' progress will be monitored closely. If adequate progress is not made following school-based interventions, the SENDCo, in consultation with the parents/carers, may decide that further advice and support is needed. In some cases, outside agencies/professionals from health, social care or other support services, such as Educational Psychology, may be asked to assess the needs of the student. An Individual Learning Plan (ILP) may be drawn up, to help focus the support through targets. In many cases, the school systems for assessment will be used to monitor progress and welfare.

Education, Health and Care Plans (EHCPs)

Education, Health and Care Plans (EHCPs) have replaced the 'Statement of Special Needs'. With early identification and intervention now expected at Infant and Primary Schools, students transferring to Imberhorne will, in most cases, transfer with an EHCP. In very rare cases it may be necessary for the school to consider, in consultation with parents and any outside agencies involved, whether a statutory assessment may be necessary. We use Local Authority guidance on any such decisions.

SEND Categories

We record student needs by using the following four categories. Some students with SEND may fall into more than one category type, in which case this would be recorded on Bromcom with a description of need. The four categories are:

- i. Communication and Interaction (C&I)
- ii. Cognitive and Learning (C&L)
- iii. Social, Emotional and Mental Health (SEMH)
- iv. Physical and/or Sensory (P/S)

Review of provision and performance

The SEND policy is subject to a regular cycle of monitoring, evaluation and review.

The SENDCo ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and are available for teachers to access. They are also made available to the other schools or further educational establishments the child may attend.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the subject teacher/form tutor in the first instance and a response will be made as soon as possible.

Evaluation procedures:

We continually review and report on the effectiveness of the policy.

- This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year
- The SENDCo and Leaders of Learning monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND as part of our regular monitoring
- SEND is part of our ongoing school self-evaluation arrangements

Staffing Policies and Partnership with External Agencies

We have a plan for all staff including the support staff to be involved with further training in line with the priorities identified in the School Development Plan

- We have regular morning briefings where SEN issues are discussed with the Inclusion team. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation
- The Inclusion Leaders, SENDCo, SEND teachers and LSAs attend relevant training and disseminate the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development
- There is an induction procedure for ECTs and new staff into the school's policy and procedures for SEND
- The SENDCo is able to book telephone consultations to provide support and to seek advice from the Educational Psychologist service, learning behaviour advisory team and the Autism and Social Communication Team

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
- Parent's concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

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

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

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.

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.

Range of Provision

Wave 1

The needs of the majority of pupils on the SEND register will be met in the classroom through quality first teaching and ordinarily available inclusive practice. All staff have access to comprehensive information on the need, type and description of all students with a SEND status. This can be located on Bromcom / Inclusion Register and Provision Maps report provides easy access to individual details. Provision Maps and our SEND google classroom provides strategies and differentiation ideas as well as top tips for teaching and learning in all areas of SEND.

Wave 2

Students whose learning needs require further specific intervention to make progress are identified and provided with withdrawal learning support in small groups in the Hub or Thrive spaces across both sites. Tailored literacy withdrawal work focuses on reading, spelling and phonic development during DEAR sessions. In Key Stage 4 some students who have had interventions with us choose our 'Futures' option which takes the place of one option subject and focusses on literacy and life skills development in readiness for Post 16 transition.

Wave 3

Students will be timetabled to attend either our Hub or Thrive intervention spaces. This is tailored to support the needs of the individual. This may also include one to one and small group teaching opportunities for students who need more intensive extra help to 'narrow the gap' or who are identified as 'stuck' in their progress. These may be delivered by our SENDCo, Learning Support Teacher, Lead LSA's and specialist SEN teachers.

Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as word processors, colour paper/overlays and larger font

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

Local Services

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

- Educational Psychology Service
- Speech and Language Therapy
- The Learning and Behaviour Advisory Team
- The Autism and Social Communication Team
- The Sensory Support Team
- Physiotherapy
- Occupational Therapy

Securing equipment and facilities

The school is compliant with the Equality Act 2010 and accessibility legislation. Where necessary, we secure equipment and facilities to meet the physical and learning needs of our pupils.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The school is compliant with the Equality Act 2010 and accessibility legislation.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on trips and our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Pupils with emotional and social difficulties are encouraged to take part in extra-curricular activities.

Working with other agencies

Imberhorne supports a multi-disciplinary approach to maximise the educational provision for SEND students.

Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, for example, advice on the identification, assessment and effective provision of resources.

Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any complaints are taken seriously and are heard through the school's complaints policy and procedure. Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If unresolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities 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

Contact details of support services for parents of pupils with SEN and/or disability

To see more clearly what services are available in the local area and how to access them, please refer to the Local Offer. West Sussex's Local Offer is available from the website <https://westsussex.local-offer.org>

The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is https://westsussex.localoffer.org/information_pages/423-information-advice-and-support-service-sen-dias-homepage

<https://westsussexsendias.org/>

The charity Reaching Families provide a comprehensive guide to support services in West Sussex. The website is <http://www.reachingfamilies.org.uk/guide.htm>
<https://www.reachingfamilies.org.uk/> or <https://www.westsussex.gov.uk/local-offer/services/details/api/type/localoffers/view/reaching-families-a-parent-carer-led-charity>

The local authority local offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Our local authority's local offer is published here: <https://westsussex.local-offer.org>

Our contribution to the local offer is published here:
<https://westsussex.localoffer.org/services/237-imberhorne-school>