THAMESMEAD SCHOOL

Special Educational Needs & Disability (SEND) Policy

Person responsible	**P. Reeves & S. Walker**
Governors Committee	**Personal Development, Welfare & Behaviour**
Review Period	**Annually**
Date of Review	**Autumn 2024**
Date of next Review	**Autumn 2025**

Special Educational Needs and Disability Policy

Definition of Special Educational Needs & Disability (SEND)
Students have special education needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for students of the same age in schools within the area of the local education authority.
- Are under the compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEND policy details how Thamesmead School will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach or support their learning. Thamesmead will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow students with special educational needs to join in the activities and full curriculum of the school.

Thamesmead will have regard to the SEND Code of Practice 2015 (CoP), when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Thamesmead recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with disabilities and special educational needs often have a unique knowledge of their own needs and their views will be ascertained about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision
Provision for students with disabilities and special educational needs is a priority for the school as a whole. In addition to the Governing body, Headteacher, SENCo, Senior Leadership team, all other members of staff have important responsibilities. As stated in the SEND Code of Practice: 0-25 years, '*all teachers are teachers of students with special educational needs'.*

Teaching such students is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and

evaluation that takes account of the wide range of abilities, aptitudes and interests of the student. The majority of students will learn and progress within these arrangements. However, for students with SEND, there may be a need to provide an enhanced level of provision.

Graduated Response

If a student is known to have special educational needs when they arrive at the school, the Headteacher, SENCo, departmental and pastoral colleagues will;

- Use information from the primary school to provide appropriate support and provisions for the student to enable them to access the curriculum as fully as possible.
- Involve the student in planning and agreeing the provision and support needed.
- Involve parents in planning and agreeing the provisions and support needed.

Early Identification

Assessment is a continuing process that can identify students who may have SEND.
Thamesmead will measure a student's progress by referring to:

- Evidence from teacher and Teaching Assistant (TA) observations and termly assessments
- Their performance against the National Curriculum and end of Key Stage expectations
- Standardised screening and/or assessment tools. (MIDYis is used in Yr7 and CTOPP, TOMAL2 & DASH in yr9/10)

The Role of the SENCo

The SEND Coordinator (SENCo), in collaboration with the Headteacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.
The key responsibilities of the SENCo include;

- Overseeing the day-to-day operation of the school's SEND policy
- Liaising with and advising fellow teachers
- Liaising with the relevant designated teacher where a looked after student has SEND
- Line managing the TAs, SEND Administrator and Deputy Senco
- Advising on a graduated approach to providing additional SEND Support
- Advising on Ordinary Available Provision
- Coordinating provision for student with SEND
- Overseeing the records on all students with SEND are kept up-to-date
- Liaising with parents of students with SEND
- Chairing Annual Reviews and Key Stage transition meetings
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's (LA) Specialist Teachers for Inclusive Practice and educational psychology services, Health and social services and voluntary bodies.
- Ensuring with the Headteacher and the school governors that the school meets its responsibilities under the Equality act (2010) with regards to reasonable adjustments and access arrangements.

Monitoring Student Progress

Teachers may believe that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCo to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to

the conclusion that the student requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the student through SEND Support.

Further action is required when rates of progress are inadequate, and all school-based interventions have failed to make improvements.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Diminishes the attainment difference between the student and the student's peers
- Prevents the attainment difference growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the student's behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

Additional SEND Support

The four primary areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health (SEMH)
4. Sensory and/or physical

When a student is identified as having special educational needs, Thamesmead School will provide interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum.

The triggers for the intervention through SEND support could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted at a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or mental health difficulties, which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If Thamesmead School staff agree, after consulting parents, that a student may need further support to help them to progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENCo will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with Thamesmead School and keep them informed of their input. If these professionals have not been working with the school, the SENCo, with the parent's permission, will contact them.

Nature of Intervention
The SENCo and the student's subject teachers should decide on the action needed to help the students to progress in the light of their earlier assessment. This might be: -

- To provide different learning materials or special equipment
- To introduce some group or individual support
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- To undertake staff development and training aimed at introducing more effective strategies
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training
- To provide effective intervention without the need for regular or ongoing input from external agencies.

SEND Support Arrangements Plan
Strategies employed to enable the student to progress will be recorded within an SSA. The SSA includes information about: -

- The targets and outcomes for each student
- The provision and interventions to be put in place to achieve the outcomes
- When the plan is to be reviewed
- Analysis of outcomes and provision

Students Passports
Students who are in receipt of an Education Health Care Plan (EHCP) or have an SSA will have a Student Passport, which is to inform the teachers and Teaching Assistants about the student such as; teaching strategies to be used, TA directions, access arrangements, English as an Additional Language (EAL) status, Pupil Premium indicator and targets from annual reviews.

School request for Education, Health and Care Plan (EHCP)
For a few students the help given by school through SEND Support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate an EHCP.

Where a request for an EHCP is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action through SEND Support
- SEND Support Arrangements for the student
- Records of regular reviews and their outcomes
- The student's health including their medical history where relevant
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

- Views of the parents/carers and of the student
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

When the LA receives a request for an EHCP it must decide within 6 weeks whether to carry out such an assessment.

Any teachers working with a student with an EHCP will have up to date relevant information on the student's needs and agreed strategies that should be put in place. They will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo provides support, guidance and advice for the teachers. These plans are reviewed termly to ensure the provision is having impact, helping the student to progress and to adjust the support where needed.

The plan including the impact of the support and interventions are reviewed each term by the SENCo or member of the SEND department, parent/carer and the student and any other relevant staff. This informs the planning of the next steps or where successful, the removal of the students EHCP.

For students with an EHCP, annual reviews are held in line with statutory requirements. We are continuing to develop *Child Centred* approaches to the review meetings. We endeavour to ensure that the process is accessible and a positive experience for all.

SEND Provision / Additional Support

SEND support can take many forms. This could include:

- A special learning programme for your child
- Extra help from a teacher or a teaching assistant
- Making or adapting materials, resources and equipment
- Working with your child in a small group
- TA support in lessons
- Observing your child in class or at break and keeping records
- Helping your child take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child
- Supporting your child with physical difficulties
- External or alternative provision
- Support from specialist advisory teachers (STIPs)
- Individual timetable
- High level of pastoral support
- Home School Link Worker / vulnerable student support
- Pastoral interventions for SEMH

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

Students with EHCPs transferring to Post 16 Education
Students who are transferring to Post 16 education will have a transition meeting with a SEND Caseworker from Surrey County Council, SENCo and parents/guardians. This will help to inform their next education provider with a plan, so they can map out the needs of the student. Students will also have a Careers advice meeting with a specialist Careers Advisor to discuss their options and help with application forms.

Parents/guardians of students with SEND support and the students are welcome to discuss any area of their SEND provision, policies or curriculum by contacting the SENCo.

Links with other policies and documents
Accessibility Plan
Supporting Pupils with Medical Needs Policy
Behaviour Policy
SEND Information Report & Local Offer
Word Processor Policy