

# TCS Special Educational Needs and Disabilities (SEND) Policy

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SCHOOL

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## 1. Rationale

All children have skills, talents and abilities and, as a school, we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- Students who have Special Educational Needs and Disabilities should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Students should have individual programmes designed to maximise opportunities for life after school, including preparation for work or continuing education.

## 2. Definition

As stated in the SEN Code of Practice:

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

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or have a disability which hinders them from making use of the educational facilities generally provided for children of the same age.

## 3. Aims

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve for the students with Special Educational Needs and Disabilities:

- To identify students with SEND and to ensure their needs are met.
- to ensure that students with SEND are able to join in with all the activities of the school.
- to ensure that all students make the best possible progress.
- to ensure that parents are informed of their child's SEND and that there is effective communication between parents and the school.
- to ensure that students are able to express their views and are fully involved in decision affecting their education.
- to promote effective partnership and involve outside agencies as appropriate.

The success of the school's SEND Policy will be judged against these aims and the Governing Body's Annual Report will comment on the effectiveness of the provision made.

## 4. Identification

The school is committed to identification of special educational needs and adopts a graduated response to meeting identified needs. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the student is not making the expected progress, appropriate members of staff will consult with the SENCO in order to decide if additional or different provision is required. **(See Appendix)**

## 5. The role of the governors

The Governor with responsibility for SEND will provide an annual update to the whole Governing body.

The whole Governing body has a responsibility to produce an annual report which will state the number of students with Special Educational Needs in the school and comment on the school's effectiveness in the implementation of the SEND Policy in respect of:

- identification of needs
- notification to parents of a child who is deemed to have special education needs assessment of need
- provision for meeting special educational needs provision of an inclusive environment for all
- methods of monitoring, recording and reporting SEND funding and spending
- deployment of equipment, personnel and resources
- the use made by school of the Outside Agencies and Support Services SEND as an integral part of the School's Development Plan.

## **6. Links to other schools**

Our Partner Primary Schools are a supportive and welcome contact. Liaison takes place via the Headteacher, Deputy Headteacher, Class Teacher or the SENCO. An Induction Programme for Years 5 and 6 students coming to Testbourne School operates in order to establish a welcoming environment.

Liaison with schools in our phase takes place via the Headteacher, Deputy Headteacher, Assistant Headteacher, Head of House and SENCO who are involved in two-way information sharing to ensure adequate information is available regarding any individual student and their particular needs.

## **7. Admission arrangements**

The school adheres to the principles of the school's Admission Policy. The school endeavours to provide appropriate support for students with a range of Special Educational Needs, whether they have a Statement of SEND/EHCP or not.

## **8. SEND co-ordinator responsibilities**

The SEND Co-ordinator will:

- oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support;
- organise and manage the work of the school's Teaching Assistants
- maintain the school's Special Needs Register and all the required documentation;
- keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed;
- liaise with teachers, parents and external agencies;
- ensure annual reviews for Statemented/ EHCP pupils are completed by the due date;
- organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues;
- regularly review and monitor SEND provision within the school;
- take part in formal meetings with external agencies regarding individual pupils to be assessed;
- liaise with the pastoral team regarding pupils on the SEND Register;

- liaise with Literacy Co-ordinator, the pastoral team, class teachers/ subject departments/teachers to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum;
- in line with the school's professional development programme/policy provide access to inservice training to meet the needs of the school and individual members of staff;
- produce an annual report to the designated governor for the 'Governors' Report to Parents'.

## **9. Disabled access**

The school has some access for disabled students but Testbourne Community School maintains the same admission arrangements (see Admission Policy) for all students. It is recognised that the present structure of the buildings and the number of flights of steps will restrict access for students with some physical disabilities. The needs of the students will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available as far as reasonably possible.

## **10. Resources**

A proportion of our budget is allocated for SEND resources which include both staffing and materials used to support students with additional needs.

The Learning Support Department is housed in its own building which has a number of separate areas, allowing for small group teaching or individual student sessions. The building is also used as a study base for students following adapted timetables and as a social centre for some of our more vulnerable students during break and lunchtimes.

## **11. Queries and complaints**

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation. The school follows the model of the LEA under the 1988 Education Act as far as possible.

If on pursuing complaints, the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LEA. Parents of students with SEN whose concerns cannot be resolved by the usual procedures can request independent disagreement resolution.

## **12. INSET training**

In-service training is available in respect of SEND for whole school, Departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Continued Professional Development Policy. It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have a designated specialism
- LEA support services
- External consultants/trainers

## **13. External support services**

External Support Services play an important part in helping the school identify, assess and make provision for students with SEND, e.g.:

- The school has regular contact from our designated Education Welfare Office and Educational Psychologist.
- We are able to access support from Advisory Teachers for students with sensory impairment, physical difficulties or communication and language difficulties.
- Students with emotional or behavioural difficulties may receive support from health professional or behaviour specialists.
- students who are temporally unable to attend school may be supported by EOTAS.
- Multi-Agency Liaison Meetings are held termly with representatives from, Health, Child and Adolescent Mental Health Service and the Educational Psychology Service.

## APPENDIX

### GRADUATED RESPONSE TO SPECIAL EDUCATIONAL NEEDS

ACTION	WHO IS INVOLVED?	WHAT IS INVOLVED?	NEXT STEPS
<b>Differentiation/ Quality First Teaching</b>	The class teacher responsible for the students.	The teacher plans for the activities to be given to the students at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a student is not making adequate progress, an individual education plan is considered.
<b>SEND Support</b>	The teacher responsible for the student informs the SENDCO of the concern and with advice obtained, the SENDCO writes an IEP in consultation with the parents/carers and the student.	<ul style="list-style-type: none"> <li>• The IEP is implemented in the class.</li> <li>• Additional and/or different activities/resources are used to meet the needs of the student.</li> <li>• Suggestions for support at home are considered with the parents/carers.</li> <li>• The IEP is reviewed regularly.</li> </ul>	Most students should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
<b>SEND Support</b>	The SENDCO requests advice from an External Agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	<ul style="list-style-type: none"> <li>• The IEP is implemented in the class using the strategies and additional/ different resources suggested.</li> <li>• Support from home is considered.</li> <li>• The IEP is reviewed regularly.</li> </ul>	The majority of students will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.
<b>Statutory assessment</b>	School and parents are able to request a statutory assessment which may then lead to an Education HealthCare Plan.	The local council will assess the needs through information from school/ parent. Student, Educational Psychologist and, where appropriate, Teacher Advisory Service.	School implements the outcome of the statutory assessment.