



The Clere School

SEN Policy

Date of Policy Issue:
Approved at Whole Governing Body on:
Due for Review: October 2023
Statutory/Discretionary:
Policy Responsible: SENDCo and SLT line manager

Section 1 - Introduction

1.1 Compliance

This policy has been written for governors, staff and parents of The Clere School to fulfil the requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- Hampshire County Council's Guidance for Educational Settings
- The Clere School's Equality and Safeguarding Policy.

1.2 Key Individuals, The Clere School

Ms J Ryan
Special Needs Co-ordinator (SENDCo)
Email: j.ryan@clere.school
Tel: 01252 353 900

Other key individuals and responsibilities:

Governor with responsibility for SEND; Frederica Greatorex
Head Teacher; Mr R Milner

Deputy Headteacher, advocate for SEND on the Senior Leadership Team; Mr R Jeckells

Assistant SENDCo Katheryn Waye

1.3 Introduction

The policy is in keeping with the school's aims, its teaching and learning policies, and its policies on equal opportunities and inclusion. The school is committed to a policy of inclusion in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The management and deployment of the school's resources are designed to ensure that all students' needs are met. Every teacher is considered a teacher of SEND and the school aims to meet the needs of all students, including those with special educational needs. The policy reflects the SEND Code of Practice 0 - 25 (2014) and has been shared with all staff and parents.

1.4 The role of the SENDCo

The role of the SENDCo is to co-ordinate the school's strategy for SEND and to support governors and fellow teachers in delivering a differentiated response to the continuum of student needs. The responsibilities of the SENDCo include:

- Managing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for students with special educational needs;
- Liaising with the parent(s) / carer(s) of students with special educational needs;
- Maintaining the records of all students with special educational needs;
- Liaising with the Senior Leadership Team, Heads of Key Stage and Inclusion Team;
- Liaising with and advising Heads of Department and teaching staff;
- Managing the Learning Support staff;
- Contributing to the continuing professional development of staff;
- Liaising with partner schools over new admissions and with local Colleges over post progression;
- Liaising with external agencies including the Local Authority's Multi-Professional Team, health services and voluntary bodies.
- KS4 Exam Access Arrangements
- Attending the annual EHCP review
- Direct the target setting for IEPs

Section 2 – Aim and Objectives

2.1 Aim

The Clere School aims to raise the aspirations of expectations for all students with SEND and remove barriers to learning to ensure students reach their potential. The Clere School School is determined to instil a sense of self-belief and confidence which will enable students to feel safe, be healthy, enjoy and achieve and make a positive contribution within the community and society.

2.2 Objectives

- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- To operate a whole school approach to the management and provision of support for special educational needs;
- To ensure early identification, assessment and provision for any student who may have SEND, through a graduated response;
- To enable all staff to play a part in identifying students' SEND and to take responsibility for recognising and addressing their individual needs through teaching and learning;
- To help every student with SEND realise his or her full potential and to contribute to his or her well-being;
- To provide support and advice for all staff working with special educational needs students
- To encourage an effective partnership with parents and carers offering a joint learning approach at home and at school.

Section 3 – Special Educational Needs

3.1 Definition of Special Educational Needs

The SEND Code of Practice 0 – 25 (2014) defines Special Educational Needs as follows
 “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. 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 16.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice 0 - 25 (2014).

In addition, educational settings should examine carefully all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND or disability. Difficulties related solely to learning English as an additional language are not considered SEND.

3.2 Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but

there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

3.3 Types of Special Educational Needs

The SEND Code of Practice 0 - 25 (2014) (2014) identifies four broad areas of need. These areas of need are summarised as follows:

1) Communication and Interaction: includes children and young people who experience difficulties in speech, language and communication with others. This may range from difficulty understanding instructions or lacking the ability to understand or using social rules of communication. The profile for every child with communication and interaction needs is different and it will constantly change with individual's development and time. Recognised needs within this area include speech, language and communication needs (SLCN) and needs relation to Autistic Spectrum Disorder (ASD), including Asperger's Syndrome.

2) Cognition and Learning: includes learning difficulties which result in children and young people progressing at a slower rate to their peers, even with appropriate differentiation. Recognised needs within this area are hugely varied including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional & Mental Health: child and young people may experience a wide range of social and emotional difficulties throughout childhood which manifest themselves in many ways. This may result in a young person becoming withdrawn or isolated, displaying challenging behaviour, experiencing anxiety or depression, self-harming or other physical symptoms that are medically unexplained. Other recognised needs within this area include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4) 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. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available. Other recognised needs within this area include vision impairment (VI), hearing impairment (HI) and a multi-sensory impairment (MSI).

3.4 Other Impacts on Progress and Attainment

The Clere also recognises other non-SEND related concerns that impact progress, this could include:

- Attendance and punctuality
- Health and Welfare

- EAL
- Being in receipt of Student Premium Grant
- Being a Looked after Child
- Being a Previously Looked after Child

Section 4 – A Graduated Approach to SEND Support

4.1 Identifying students with SEND

The school identifies students with SEND through:

- Following an assess, plan, do and review model using a graduated approach
- Consultation with their former teacher(s) and/or the SENCO of their previous school;
- Examination of school records;
- Screening procedures on admission;
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at The Clere;
- Monitoring of progress, consultation with all staff;
- Discussion with pastoral staff;
- Observation and feedback from support staff and external agencies.

In line with new government legislation as set out in the new SEND Code of Practice 0 - 25 the school makes a judgement about the appropriate stage of each student on the SEND Register. Parents are encouraged to seek advice from the school or Local Authority for further information.

4.2 SEND Coding

- The SEND Code of Practice 0 - 25 (2014) advocates that the majority of students identified as having SEND will have their needs met through high quality inclusive teaching.
- Students on the Code of Practice with an EHCP are coded as E.
- Students on the Code of Practice receiving intervention are coded as K.
- Students not currently on the Code of Practice, but progress continues to be monitored are coded NWL.

4.3 Assess, Plan, Do & Review

In line with the SEND Code of Practice 0 - 25 (2014) recommendations, The Clere School follows the assess, plan, do and review framework to support the educational provision for students identified on the SEND register.

- **Assessment:** Includes identifying the SEND support required to meet the need of the child/young person by carrying out an analysis of the child's needs. This is done in collaboration with parents.
- **Plan:** Where it is decided a student is to be placed on the SEND register, appropriate levels of SEND support needs to be agreed with associated outcomes. The school formulates a plan in order to meet the needs of the child or young person.
- **Do:** Teachers remain responsible for the progress and outcomes of identified SEND students within their individual lessons. However, it is the responsibility of the SENDCo to co-ordinate

the provision and interventions of students with identified SEND. When appropriate, the SENDCo should advise staff on strategies and guidance on how to meet the needs of the students.

- Review: Following a systematic review schedule, the SENDCo will monitor and review progress made by identified SEND students in conjunction with individual subject teachers and advise staff accordingly.

Parents are encouraged to contact the SENDCo should they have any questions and/or seek further information regarding this process.

4.4 High Level Need

When students are identified as needing further support to meet their educational needs, the school may need to co-ordinate a response in conjunction with various external agencies and professionals such as educational psychologists, speech and language therapists. After careful consideration and assessment, if it is agreed that a statutory assessment should be applied for this should be coordinated through the SENDCo. For further information, please contact the SENDCo using the information set out in Section 1.2.

Section 5 – Managing Students Needs on the SEND Register

5.1 Whole School Approach to SEND

Every teacher is considered a teacher of SEND and teachers have the overall responsibility for student progress within their subject.

- It is the SENDCo's responsibility to ensure teachers have the knowledge and skills to meet the needs of the students in their classrooms.
- The monitoring of progress of students with SEND is a shared responsibility between class teachers and the SENDCo.
- Every student on the SEND register has an individualised Student Learning Profile (see section 5.2) to help teachers identify their SEND and understand how to meet their needs.
- All staff are involved in regular training to develop their ability to meet the needs of individual special educational needs.

5.2 Student Learning Passport

If a student is placed on the SEND register, the school creates an individual Student Profile which follows the assess, plan, do and review model as identified in the SEND Code of Practice 0 - 25 (2014). It is the responsibility of the SENDCo to oversee the review process and ensure appropriate levels of feedback are shared with relevant stakeholders.

5.3 The Clere School's SEND Local Offer

As part of the local authority's provision map, every school is required to publish their school offer which outlines what provision is offered to SEND students. In addition to our provision map, the school's SEND Information Report and SEND Policy can also be found on the school's website:

5.4 Relationship with external agencies

Where necessary, the school will refer a child to an external specialist after consultation with parents. The school has regular contact with external professionals. We may also contact specialist medical services, Hampshire Children's Services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Section 6 – Supporting Student and Families

6.1 Hampshire County Council's Local Offer

Please follow this link to find the county's Local Offer document:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Alternatively, please contact the SENDCo for a hard copy to be sent to you.

6.2 SEND Information Report; Regulation 51, Part 3, section 69(3)

Please follow this to find the school's statutory requirements to provide a SEND Information Report: http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf.

6.3 Admissions

By law, the school must admit any student who has a Statement of SEND or an Education, Health & Care plan (EHCP) which names The Clere School. If the school receives an application for a student who does not have a Statement of SEND but who has, or is likely to have, special educational needs, the application will be treated in the same way as all other applications. The school will adopt a positive and inclusive approach to its consideration of each application and will seek to plan for individual needs in consultation with the parent(s) / carer(s) and the applicant's present school.

For further information, please see the admission policy in the policy section of the school's website.

6.4 Transition

Special consideration is shown to the transition from Key Stage 3 to Key Stage 4 provision and transitional arrangements for SEND students with EHCP's are identified in Annual Review meetings. The SENDCo contributes to this process in conjunction with other staff.

6.5 Examinations

The Clere School upholds the statutory guidance as set out by the JCQ when assessing students for access arrangements for examinations. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of

working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

For further information, please contact the SENCO or visit: <http://www.jcq.org.uk>.

6.6 Parent partnership

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. The Clere School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the young person are also taken into consideration. Parents are informed when the school considers that a student's needs are significant enough for them to be placed on the SEND register. The SENDCo attends Parents' Evenings and is available then for consultation with an appointment.

Section 7 – Supporting Students at School with Medical Conditions

7.1 Supporting Students

- The school recognises that students at school with medical conditions should be appropriately supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement or an EHCP which brings together health and social care needs in conjunction with their special educational provision and then the SEND Code of Practice 0 - 25 (2014) is followed.
- Where students have a health need which means they cannot attend school, The Clere will endeavour to support their continued education as fully as possible. In the most severe instances where a child is not medically fit to attend school for significant periods of time, The Clere School will make referrals to the appropriate agencies to support access to alternative education.
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Section 8 – Training and Resources

8.1 Allocation of Funding to students with SEND

The school allocates resources to students with SEND from:

- The school's notional budget for SEND;
- The Local Authorities Top-Up Values as agreed when threshold for an EHCP is agreed.

8.2 Staff Training

- The Clere is committed to the development of its staff team in relation to the development of skills and knowledge surrounding SEND.

- NQT's and new staff are invited to attend training sessions, including specific training focused around SEND where appropriate.
- A member of the senior leadership team holds responsibility for the identification of staff training and development. It is expected that the SENDCo contributes to this when required or sources an external professional to deliver the training requirement.
- The school's SENDCo regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Section 9 – Dealing with Complaints

9.1 Complaints Procedure

If a complaint arises concerning a student's special needs, parents/carers should first write to the SENDCo setting out briefly the matter of their complaint. A meeting will be offered to resolve the issue. If, after meeting with the SENDCo, the parent/carer remains dissatisfied with the response, they should contact the Headteacher to request a further meeting.

If the complaint concerns the school's policy on SEND, the complaint should be addressed to the Governor with responsibility for SEND, c/o the Clerk to the Governors.

If the complaint concerns the arrangements or admission procedure for a student with a Statement of SEND the parents/carers may access the complaints policy at;
<https://www.hants.gov.uk/educationandlearning/complaints/educationservices>

Section 10 – Bullying

10.1 Bullying Statement

The Clere School is committed to:

- Providing a caring, friendly and safe environment where no type of bullying is tolerated.
- Providing a programme of education where all students are encouraged to develop respect for themselves and others.
- Providing guidelines for staff which are clear and consistent.
- Implementing a structured discipline system
- Developing a system which supports both the victim and the bully.
- Work with parents and external agencies where necessary to overcome the difficulties.
- Recognising that bullying is serious and will be dealt with fairly by all adults in the School.
- Implementing this policy with regard to the DFE guidance 'Bullying: don't suffer in silence'

10.2 Anti-Bullying Policy

For further information please see Policies Section on the school's website.

Section 11 – Reviewing the SEND Policy

11.1 SENDCo's Responsibility

It is the SENDCo's responsibility to lead the review this policy when appropriate. The review process should include involvement with various stakeholders including school governors, staff, students and parents.

11.2 Timescale

In the current climate of SEND reforms and continual changes in legislation, the SEND Policy will be reviewed annually unless legislation requires it to be updated sooner.