



Send Policy

Ratified by Governing Body (date):

8th January 2019

Signed on behalf of Governing Body

Diane Fairfax

Signed on behalf of the Headteacher

Adrian Kneeshaw

Review Date:

January 2020

Carlton Bolling values all of its students equally and acknowledges that each of them is entitled to a full range of educational experiences and opportunities regardless of academic or physical ability. The school will promote the individual potential of all its students whilst recognising that some may have special needs.

This policy complies with the statutory requirements laid out in the SEN code of Practice (January 2015), with reference to the following guidance and documents.

- The Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice 0 to 25 years (2015).
- The Special Educational Needs and Disability Regulations (2014).
- Equality Act (2010)
- The Special Educational Needs and Disability Regulations (2014).

Definition of SEND

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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Principles and objectives

Carlton Bolling fully endorses the SEND Code of Practice (2015) Core Principles:

All children and young people are entitled to an education that enables them to make progress so that they

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether to employment, further or higher education or training.

With high aspirations, and the right support, the vast majority of children and young adults can go on to achieve successful long-term outcomes in adult life

In seeking to achieve these core principles the school will have regard to the objectives of this policy which are:

- to identify and provide for students who have special educational needs
- to work within the guidance provided in the SEN Code of practice 2014.
- to operate an approach to the management and provision of support that takes into account all the needs of the student.
- to ensure access to the curriculum for all students
- to provide support and advice for all staff working with students who have special educational needs.

- to develop and maintain partnership and high levels of engagement with parents.

We work in partnership with parents to enable students with SEND to achieve good outcomes. We recognise that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Students with SEND are integral to the decision-making process affecting them.

Identifying and assessing students with SEND

The identification of SEND is built into the overall approach to monitoring the progress and development of all students.

All teachers at Carlton Bolling are responsible for identifying students with SEND and in collaboration with the SENCO will ensure that these students requiring different or additional support are identified at an early stage.

On entry every student's attainment is assessed in order to ensure the best curriculum is provided to ensure they make good progress.

Information from the primary school is used to shape the students' curriculum and pastoral provision and whether intervention or classroom support is required.

Information about every student's progress is collected six times a year alongside national data and expectations of progress. Progress is the crucial factor in determining the need for additional support. Progress in other areas that are not linked to academic progress; for instance, when a student needs support with wider development or social needs are addressed by pastoral and teaching staff.

Students whose progress is causing concern will be identified and placed at a monitoring phase in which classroom teachers monitor progress. If despite class teacher intervention the students continue to make less than expected progress the SENCO is consulted and they will investigate and, where necessary, assess the student to determine if the student has special educational needs, noting areas that are barriers to learning.

The identification and assessment of SEND includes early discussion with parents and the student followed by an agreed outcome and next steps. We will liaise with outside professionals if they are already involved with the student. For higher levels of need the SENCO will draw upon more specialised assessments from external agencies and professionals.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four main areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Some areas which are not SEND may impact on progress and attainment of a student's:

- Disability
- Attendance and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child

We take a graduated approach to meeting Special Educational Needs and Disabilities:

- High quality teaching- teachers are responsible and accountable for the progress and development of students in their class including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for the individual, is the first step in responding to students who have or may have SEND. Students are set according to ability to ensure that less able students are taught in smaller classes. This allows the curriculum to be personalised according to their needs. Regular advice and training is delivered by the SENCO for colleagues, and learning walks are carried out across the curriculum.
- Increased levels of support and provision – if high quality teaching does not result in expected progress; in consultation with parents a decision is made as to what type of curriculum and support will best meet the needs of the student. All teachers are made aware of the student's need (from range 1 to 4), and suitable teaching strategies or approaches to use, and this is recorded on SIMS and the schools' learning gateway. A clear support plan is drawn up for each SEND student agreeing actions and a reviewing process. This plan involves parents, students and teaching staff. The SENCO oversees this process.
- Reviewing students' progress – the effectiveness of support and interventions and their impact on the students' progress are reviewed in line with the normal cycle of assessments six times a year. More detailed reviews of SEND students' progress happens in line with the agreed dates on the student support plans and normal cycles of discussions with parents and students. The SENCO may revise the students' support in light of their progress deciding on any changes to their curriculum or support.
- Educational Health Care Plan – for those students with the highest level of need it may be appropriate for the SENCO to request an EHC assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We ensure that they are fully aware of their opportunities to offer views and information and are consulted on the content of the plan.

The school utilises the services of outside agencies as needed and appropriate. Access to the Educational Psychological Service is negotiated with the LEA through the service level agreement.

