

## Special Educational Needs and Disabilities (SEND) Policy

**Person Responsible:** Assistant Headteacher - SENCo  
**Date:** July 2021  
**People Involved:** Teaching & Learning Committee  
**Reviewed:** Annually  
**Adopted:** December 2020  
**Review due:** **Summer 2022**

## SEND Policy

At Whitstone School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEND meet the definition of disability but this policy covers all of these students.

*“Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.”*

*“Students with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.”*

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all students identified as in need of it.

The named SEND coordinator for the school is Ben Howarth. A member of the Governing body, Karen Ransted, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for students with special educational needs. The school's admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

## Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEND Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the SENDCO in consultation with other key staff will decide whether additional and/or different provision is necessary.

**Provision/action that is additional to or different from that available to all** will be recorded in a Learning Plan. This will often be written by the SENDCO but always in consultation with students, parents, carers and teachers. It may also involve consultation and advice from external agencies. The Learning Plan will set targets for the student and will detail:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The Learning Plan will be reviewed annually and the outcomes will be recorded. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process. If, despite significant support and intervention, the school has evidence that a student is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For students who have an EHCP, in addition to the review of Learning Plans, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Authority. If a student makes sufficient progress an EHCP may be discontinued by the Local Authority.

When students move to another school their records will be transferred to the next school within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000.

The schools' complaints procedures are set out on the school's website.

The school makes an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. The SENDCO takes responsibility for prioritising the training needs of staff.

External support services play an important part in helping the school identify, assess and make provision for students with special education needs. E.g.

- The school receives regular visits from the nominated Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of students with significant speech and language difficulties
- Multi-agency liaison meetings held on a twice yearly basis to ensure effective collaboration in identifying and making provision for vulnerable students.