

HOLY FAMILY CATHOLIC SCHOOL



Special Educational Needs and Disability Policy Revised Spring 2019

Contents

1. Introduction	Page 3
2. Statutory Definition of Special Educational Needs	Page 3-5
3. Roles for SEND	Page 5-6
4. Admissions	Page 6
5. Transition	Page 6
6. Inclusion	Page 6-7
7. Examinations Access Arrangements	Page 7
8. Educational Visits and Special Events in School	Page 7
9. Behaviour	Page 7
10. Identification, Assessment and Provision	Page 7-11
11. Supporting Students with Medical Conditions	Page 11
12. SEND CPD	Page 11
13. Student Participation	Page 11
14. The School Assessment Policy	Page 11
15. Homework	Page 11-12
16. Careers and Work Experience	Page 12
17. Post-16 Provision	Page 12
18. Recording and Reporting	Page 12
19. Links with External Agencies	Page 12
20. Partnership with Parents/Carers	Page 12
21. Complaints Procedure	Page 12
22. SEND Budget	Page 12-13
23. Monitoring, Evaluating and Reviewing of this Policy	Page 12-13

Our Mission Statement

Holy Family is a Catholic community, embracing the clear Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate all young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.”

1. Introduction

In line with the Mission Statement, Holy Family Catholic School is committed to providing all students with high quality education and ensures that all students have equal access to the curriculum. The Governors and staff recognise each student to be a child of God. Hence we are committed to ensuring high standards for all our students, including those who have special needs or disabilities.

Statutory arrangements are now in place for young people up to the age of 25.

1.1 Aims

- To enable all students to access as much of the curriculum appropriate to their age group as is practicable
- To be aware of the SEND requirements of students joining the school and to plan appropriately for those students' needs
- For the school to be alert to the needs of the other students who may not previously have been identified as having SEND and to adapt to meet those students' needs
- To make sure that staff are aware of the needs of the students identified as having SEND and to regularly reassess those needs
- To make available strategies, resources and support from outside agencies to help staff meeting SEND
- To consult regularly with parents and students and to try to work within the framework of their views and expectations
- To help students to recognise their potential and to develop a range of skills and personal qualities

1.2 Objectives

- The SENDCO will confer with the Year Leaders for Year 7 and Year 12 to prepare for the new intake of students who have SEND.
- The SENDCO will work with the Year Leader and other staff to prepare for the needs of any other students transferring to the school during the year.
- To ensure appropriate procedures are in place to identify any potential or actual SEND requirement for existing students
- To make sure that advice and INSET is available for all staff on differentiation, the use of aids, how to adapt homework and to provide access for staff to appropriate specialist services. To encourage the inclusion of appropriate strategies and resources in the schemes of work
- To ensure that appropriate procedures exist to ensure that relevant information on SEND students is available to all staff involved with that student
- To make an up-to-date register available
- To provide information when students transfer out of school
- To encourage the use of reward systems to recognise the achievements of students with SEND
- To work with the Health and Safety Officer (School Business Director) to ensure the safety of all students and adequate access for disabled students.
- To liaise with the Vice Principal to make sure that timetable adjustments are made as appropriate for SEND students.

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (SEND Code of Practice 2014)

Children 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.

2.1 Special educational provision means:

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

2.2 The SEND Code of Practice 2014 identifies four areas of need:

2.2.1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2.2.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Learning disabilities, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2.2.3 Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

2.2.4 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.3 Definition in the Equality Act 2010

A person has a disability for the purposes of this Act if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

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.

- A child with special educational needs should have their needs met.
- The views of the child should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum.

3. Roles for SEND

3.1 The Role of the SENDCO

The SENDCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEN policy and provision in the school.

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. (SEND Code of Practice 2014)

The SENDCO will:

- Be present at induction evenings and other relevant meetings with parents
- Listen to staff concerns over individual students and offer assessment and support where appropriate
- Take part in interviews with students and parents when requested to do so
- Regularly contact students with SEND, and their parents/carers, through annual reviews, transition meetings, consultation meetings and by letter and phone when necessary
- Inform parents/carers of the fact that SEND provision has been made for their child
- Work with the transition coordinator to ensure a smooth transition from primary school for students with SEND, including the collection of all relevant data
- Collaborate with Curriculum Leaders and pastoral colleagues to ensure that learning for all students is given equal priority, and that available resources are used to maximum effect.
- Oversee the day-to-day operation of the school's SEND policy
- Coordinate provision for students with special educational needs
- Oversee the records of all students with special educational needs
- Liaise with external agencies including the Local Authority's support and Educational Psychology services, Speech and Language services, health and social services and voluntary bodies.
- Work closely with Year Leaders, form tutors, Curriculum Leaders and subject teachers to identify SEND.
- Work with the Safeguarding Officer and Learning Mentors to provide support in conjunction with the Head of Year
- Contribute to the in-service training of staff.
- Liaise with potential next providers of education to ensure students and their parents about options and a smooth transition is planned.
- Liaise with the Head Teacher and the Governing Body to make sure that the school is meeting its responsibilities under the 2010 Equality Act.

3.2 The Role of the Governing Body

The Governing Body, in cooperation with the Head Teacher should:

- Determine the school's general policy and approach to provision for students with SEND
- Establish the appropriate staffing and funding arrangements
- Ensure that provision of a high standard is made for students with SEND
- Ensure that students with SEND are fully involved in school activities
- Have regard to the Code of Practice when carrying out these responsibilities
- Be fully involved in developing and subsequently reviewing SEND policy
- Report to parents/carers annually on the school's SEND procedures and to post this on the school's website.

3.3 The Role of the Head Teacher

The Head Teacher should:

- Take responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND
- Keep the Governing Body fully informed about SEND within the school
- Work closely with the SENDCO
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

3.4 The Role of the Subject Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2014)

It is the role of all staff to ensure that all students feel included and have equal opportunities. Staff must set high standards for all students but acknowledge that the rate of progress will be different for individual students. It is expected that all teachers should help create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with SEND or whose circumstances place them at risk of exclusion or under-achievement.

Teaching staff should:

- Be fully aware of the school's procedures for identifying, assessing and making provision for students with SEND
- Make themselves aware of the students they teach with SEND and make provision for them
- Provide appropriate wave 1 provision
- Provide the SENDCO with information about student progress
- Develop constructive relationships with parents/carers

3.5 Use of Support Staff

Learning Support Assistants provide one-to-one or small group support for students with an EHC, both in class and where appropriate, through withdrawal from lessons. LSAs will assist with differentiation of resources for SEND students. Subject teachers should liaise with LSAs to ensure they are prepared for lessons in which they are providing support. LSAs also contribute to the annual review process, attending meetings and providing written reports.

4. Admissions

Admission is in accordance with the School Admissions Code. Also see the school's admissions policy.

5. Transition

When a student with SEND enters the school, useful information collated by the SENDCO and transition team (into year 7) at the student's previous school will be transferred to the SENDCO, including:

- IEPs prepared in support of intervention
- Copies of EHCs and annual reviews
- Screening tests
- Reports from external agencies
- Academic Reports

The SENDCO will:

- Liaise with the SENDCO at the student's previous school
- Involve parents in developing and implementing a joint learning approach at home and in school
- Coordinate provision in the new school setting
- Liaise with Year Leaders and ensure that on-going assessment will provide regular feedback to all teachers and parents/carers about student achievement

When a student moves to a new school or into the sixth form, all relevant information will be shared.

6. Inclusion

The SEND policy reinforces the need for teaching that is fully inclusive. However, some students with SEND and disabilities do need special educational provision and will be on the SEND register. As far as possible, students with SEND are fully integrated into mainstream classes. We aim to give equal access to the National Curriculum to students with SEND as far as possible and make sure that they are included fully in the life of the school. We will make reasonable adjustments to make sure those students with SEND are not disadvantaged compared with their peers and staff are asked to regularly reassess how they can make their lessons more inclusive. The curriculum and extra-curricular activities are accessible to all students on roll unless a specific activity is deemed medically dangerous for them.

There are current limitations of the buildings which may limit access for some students with SEND. Reasonable adjustments will always be made to make sure that no student's learning is compromised.

Written information can be provided in a way appropriate to the need of a student or their parents/carers.

The school is in compliance with the Equality Act 2010.

7. Examinations Access Arrangements

7.1 Disability and Equality Act

The Disability and Equality Act 2010 extends the application of the Disability Equality Duty in the DDA to general qualifications. All examination centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law, by ensuring that the exams centre is accessible and that all candidates have an equality of experience. This is the responsibility of the Head of centre and Exams Officer.

7.2 Access arrangements

The SENDCO will inform individual staff of any special arrangements that individual candidates can be granted during their course and in the exam.

7.3 Special Needs and Access Arrangements

A candidate's access arrangements requirement is determined by the SENDCO and Educational Psychologist or specialist teacher. Appropriate testing is undertaken and organised by the Learning Support Department. Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer.

Rooming for access arrangement candidates will be arranged by the SENDCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Exams Officer.

8. Educational Visits and Special Events in School

Staff organising these make sure that SEND students are included as fully as possible. LSAs will often accompany SEND students on educational visits.

9. Behaviour

See Behaviour Policy for further information. Forms of discrimination such as against race, gender, sexual orientation and disability are not acceptable. Staff must always address such issues and inform the Year Leader. Students having difficulties with their behaviour will be offered individual support. Sanctions will be applied fairly in accordance with the School Behaviour Policy and exclusion only used as a last resort when no alternatives are available.

10. Identification, Assessment and Provision

10.1 Identification

The school is committed to the early identification, assessment and provision for any child who may have SEND. Most additional and special needs are identified prior to entry. Students are identified as having SEND by:

- Primary school transition information (or other transferring schools)
- Evidence obtained by subject teacher observation and assessments
- Progress of the student in relation to set targets and examination results
- Information from parents
- Students themselves
- Blanket tests
- Standardised screening or assessment tools.

Staff are encouraged to liaise with the SENDCO if they have any concerns impacting on a student's learning. Once a student concern has been identified, their progress will be monitored. They may undergo psychometric tests or outside agencies may be called upon to carry out further investigations. Assessment may need to be by outside agency, as in the case of a hearing impairment for example, or in the case of a specific learning difficulty, or may be done in school in the case of behaviour issues or less specific learning difficulties. Students identified with SEND are placed on the school SEND register. Teaching staff are informed of the students' needs and suggested teaching strategies. Parents/carers are informed of any actions to be implemented

in school by the SENDCO and provision is put in place as necessary. There are regular training opportunities for staff both in-house and through externally run training sessions.

10.2 Assessment

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through: High Needs/Outside Agency (Code K1); Internal Support (K2); Monitoring (M)

10.2.1 Internal Support (K2)

Students who are identified with SEND are initially designated as requiring Internal Support. Students designated as K2 are those with an identified learning need who require school intervention.

The school should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through K2 could be the teacher's or others' concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated 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 staff conclude, after consulting parents, that a student may need further support to help them progress, they should seek the help of their Curriculum Leader or SENDCO and consider their reasons for concern alongside any information about the student already available to the school. The school SENDCO should facilitate the further assessment of the student's particular strengths and weaknesses; planning future support for the student in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The student's subject teachers should remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme implementing wave 1 and 2 level support.

High Need/Outside Agency (K1)

K1 builds on arrangements for K2 and enables Holy Family and other services to help students gain access within the context of co-ordinated action with identified outcomes for the school, the service(s) and the student. The triggers for K1 could be that, despite receiving an individualised programme and/or concentrated support, the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at Holy Family's assessment thresholds (KS3) or Level 2/3 (for KS4/5) substantially below that expected of students of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

10.3 Assessment for an Education and Health and Care Plan

The school will request an assessment from the Local Authority for an EHC when, despite an individualised programme of sustained intervention within K1, the student remains a significant cause for concern. The LA will seek evidence from the school that any action implemented for the student has continued for a reasonable period of time without success and that alternatives have been tried. It is expected that an application would follow multi agency involvement. The school will need to consult with the parents/carers and any external agencies already involved. A request for an assessment may also be made by parents/carers and external agencies. Whilst any assessment is being made the student will continue to be supported through K1.

10.4 Criteria for applying for assessment towards an EHC

Evidence of other identifiable factors

The school will follow the guidance published by the Local Authority in the local offer and provide the recommended evidence.

1. Skill levels and functioning in school/setting:
2. Identification of learning needs:
3. Strategies used to date:
4. Resources made available by the school through school-based intervention:
5. Parental involvement:

An EHC plan will normally be provided where, after an assessment, the Local Authority considers the student requires provision beyond what the school can offer. However, the school recognises that a request for an EHC assessment does not inevitably lead to an EHC being provided. The likely time frame is approximately 20 weeks.

10.5 Annual review

The school will review EHCs annually, in accordance with the Local Authority and the SEN Code of Practice. The SENDCO is responsible for organising and chairing annual review meetings. The SENDCO will invite the following to the annual review meeting: the student; parents/carers; LSAs if applicable; Year Leader; specialist teachers; social workers; health professionals; representative from the Local Authority.

The annual review meeting will:

- Review targets set at the previous review
- Assess the progress of the student in relation to set targets
- Review the provision made for the student
- Consider the appropriateness of the EHC
- Consider the views of the parent/carer and the student
- Set new targets to be reviewed at the next annual review

The school will send a copy of the completed annual review to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHC.

The school recognises that where a student with an EHC continues to attend full time education after compulsory age education, the Local Authority may decide to maintain the EHC until age 25.

10.6 Provision

The SENDCO is responsible for the coordination of provision for students with SEND.

Teaching staff need to assess the difficulties experienced by individual students and be aware of the preferred learning style of the student. Subject areas need to plan for, and resource, differentiation. Schemes of Work should include materials designed to support different styles and levels of learning. Teaching staff are responsible for implementing the “Waves of Intervention” in their teaching.

Wave 1: Inclusive quality first teaching for all

Wave 1 is about tailored teaching in classes; high-quality, inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all students’ needs and prior learning. The effective inclusion of all students in high-quality everyday personalised teaching should be on offer for all children. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Examples of support are:

- Full time education in classes, with additional help and support by subject teachers through a differentiated curriculum

Wave 2: Additional interventions to enable children to work at age related expectations or above

Wave 2 support is wave 1 support plus additional, time-limited, tailored intervention support programmes. This takes the form of tight, structured programmes of small-group support, carefully targeted and delivered by teachers or appropriately skilled LSAs to help students achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help students apply their learning in mainstream lessons.

Examples of support are:

- Attendance at specialist subject support within the school
- Support from a learning mentor, LSA or SEN teacher.
- Small group work

Wave 3: Additional highly personalised interventions

Wave 3 is about intervention for children for whom quality first teaching and wave 2 catch-up programmes are not enough. This will involve one-to-one or very small group support via a specialist teacher or highly trained LSA to support students towards the achievement of very specific targets.

Examples of support are:

- One-to-one support with a LSA or specialist teacher
- Support from specialists within school and externally
- Visits by specialist teachers
- Regular contact with the SENDCO or Year Leader
- Staff are made aware of the needs of students with SEND via direct email contact from the SENDCO or by information that is regularly updated on 'Mintclass'.

All students should access all lessons appropriate to their year group unless the SENDCO and Deputy Head Teacher/Vice Principal (on the relevant site), in consultation with the student and the parents deem otherwise. In the case of students with a statement, EHC or those needing support at K1 or K2, a differentiated curriculum may be required.

10.7 SEN Support and the Four Part Cycle

The SEND Code of Practice 2014 states:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

10.7.1 Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child.

These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree. (SEND Code of Practice 2014)

10.7.2 Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. (SEND Code of Practice 2014)

10.7.3 Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. (SEND Code of Practice 2014)

10.7.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the Local Authority can require schools to convene and hold annual review meetings on its behalf. (SEND Code of Practice 2014)

11. Supporting students with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that 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 (SEN) and may have an EHC which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school nurse supports students with medical conditions and monitors their needs and progress. Health plans are in place for students with medical conditions. Medical conditions are highlighted to staff in regular communications. Midday assistants are informed of students with particular allergies.

12. SEND Continuing Professional Development

The SENDCO and all members of the Learning Support Team are encouraged to attend courses that help them to acquire the skills needed to work with students with SEND. CPD specific to a student's need will be organised by the SENDCO.

13. Student Participation

All our students are expected to be able to take responsibility for managing their needs and to strive to become independent learners. To do this they need information about the way in which their particular condition impinges upon their learning. They need the opportunity to discuss this and may need to receive expert input from the appropriate agency. The SENDCO is responsible for ensuring that the student has specific information regarding their own needs. This will be in line with current good practice.

14. The School Assessment Policy

The SENDCO and the subject teachers fully support the work within the school assessment policy. The SENDCO works closely with the Examinations Officer and SLT. It is recognised that in order to gain examination concessions, including additional time that these concessions must form "usual practice".

15. Homework

Students with SEND are expected to do homework and hand it in on time. Homework tasks are differentiated appropriately, for example, some students may need writing frames or strategies to remember deadlines. Some may be entitled to extra time or need extra help with study skills or revision techniques. Staff should consult the SENDCO for more guidance and support. Where an LSA works with a student they will be responsible for ensuring that the student's needs are addressed. Subject teachers should ensure that students have written the details of the homework task in their journals (where required, this should be written on behalf of the student) along with the submission date. Students and parents can access homework tasks via

www.showmyhomework.co.uk

16. Careers and Work Experience

The Assistant Head Teacher and the SENDCO discuss individual students and prioritise careers interviews for some. All students have the opportunity to carry out work experience in year 10. Career options are usually discussed at annual review meetings.

17. Post-16 Provision

Provision for SEND students remains in place for students beyond year 11, in line with the Code of Practice.

18. Recording and Reporting

The school will keep a record of provision put in place to meet a student's individual needs. Edited versions of information are distributed to staff as necessary. When reporting to parents/carers it may be appropriate to show knowledge of the student's SEND issues. Individual cases need to be discussed with the SENDCO.

Each student on the SEND register has an SEND file in addition to their main school file. The SEND file includes all relevant documentation. We are currently migrating to secure electronic record keeping.

19. Links with External Agencies

The school recognises and makes use of the important contribution that external support services make in assisting to identify, assess and provide for, SEND students. The SENDCO works in collaboration with a range of external agencies, including:

- Educational Psychology Service
- Speech and Language Service
- Specialist Teaching Service
- Occupational Therapists
- Community Nurse
- Social Services
- Counselling services
- CAMHS (Mental Health provision)
- Others as appropriate

The school will always host multi-agency meetings.

20. Partnership with Parents/Carers

Parents/Carers hold key information and have a critical role to play in their children's education. They must be given the opportunity to work with the school to decide appropriate strategies for their child and to reinforce them at home. It is therefore essential that the school actively seeks to work with parents/carers and value the contribution they make. Parents/carers should be supported so as to be able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEND framework
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

There are many opportunities for the school to liaise with parents/carers, through consultation evenings, annual reviews, regular reporting, letters home, meetings and telephone contact with pastoral, subject and support staff.

21. Complaints Procedure

The School's complaints procedure is outlined in the relevant policy and in the SEND annual report. Both of these documents are available on the school's website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

22. SEND Budget

The school receives funding to meet the needs of all students, calculated using the local funding formula. However, additional funding is available to support students who require extra support to meet their specific needs. The additional funding can be used to purchase resources and allocate support staff to deliver specific interventions tailored to the needs of each student. Services provided by outside agencies are also paid for from this funding.

The SENDCO is allocated departmental capitation each year.

23. Monitoring, Evaluating and Reviewing of this Policy

This policy will be monitored and reviewed annually by SLT, the SENDCO and the SEN Governor, taking into consideration:

- Changes in external (Government, LA) guidance or legislation
- Feedback from parents/carers both written and verbal
- Comments from students or staff
- The level of CPD in SEND issues that year
- Any independent reports
- Comments from outside agencies

The Governing Body will assess the effectiveness of this policy through:

- External and internal examination results
- Attendance
- Student self-assessment
- Teacher assessment
- Parent satisfaction