

**Glebedale School**

**Special Education Need and Disability**

**(SEND) Policy**

Last Review: Jan 2024

Next Review: Jan 2025

  

**Glebedale School**

**Special Education Need and Disability (SEND) Policy**

Introduction

At Glebedale School we value the abilities and achievements of all our students, we are

committed to giving our children every opportunity to achieve the highest standards that

they are capable of. This policy helps to ensure that this happens for all children in our

school regardless of their age, gender, ethnicity, attainment or background.

It should be noted that as a specialist school for young people with Social, Emotional and

Mental Health difficulties, all of our students are on the SEND register and the majority of

students have an Educational Health and Care Plan (EHCP) or are in the process of being assessed for one.

This policy recognises the entitlement of all students to a balanced, broad based curriculum,

relevant to students’ needs. Our SEND policy reinforces the need for teaching that is

sensitive to and takes account of the complex needs of our students, whilst providing an

appropriately modified, robust and challenging curriculum that is tailored to the needs of

the individual child. The Governors, Head Teacher and Senior Leadership Team will ensure

that appropriate provision will be made for all our students.

Aims and objectives

Our school aims to be an inclusive school, valuing the equality of opportunity for all our

children. We make this a reality through the attention we pay to the different groups of

children within our school:

• girls and boys;

• minority ethnic and faith groups;

• children who need support to learn English as an additional language;

• children with Special Educational Needs and Disabilities.

• gifted and talented children;

• any children who are at risk of disaffection or exclusion.

We achieve educational inclusion by continually reviewing what we do, through asking key

questions:

• do all our children achieve as much as they can?

• are there differences in the achievement of different groups of children?

• what are we doing for those children who we know are not achieving their best?

• are our actions effective?

The aims of this policy are:

• to create an environment that meets the educational needs of each child;

• to ensure that the needs of children are identified, assessed and provided for;

• to make clear the expectations of all partners in the process;

• to identify the roles and responsibilities of staff in providing for children’s

educational needs;

• To ensure that all students have access to a broad, balanced curriculum, which is

modified as appropriate.

• To provide a differentiated curriculum appropriate to the individual’s needs and

ability

• To ensure the identification of all students requiring SEND provision as early as

possible; usually upon entry to the school, this can be based upon information from

a student’s previous school.

• To ensure that students with SEND take as full a part as possible in all School

activities.

• To ensure that carers and parents of students with SEND are kept fully informed of

their child’s progress and attainment.

• To ensure that students with SEND are involved, in decisions affecting their future

SEND provision.

• To provide a contribution to ascertain a clear pathway to support students with

SEND up to the age of 25.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

• have different educational and behavioural needs and aspirations;

• require different strategies for learning;

• acquire, assimilate and communicate information at different rates;

• require a range of different teaching approaches and experiences.

We aim to give all our children the opportunity to succeed and reach the highest level of

personal achievement. When planning their work, teachers consider the abilities of

all of their children. For some children, the programmes of study from earlier key stages are

more appropriate. This enables our children to make progress in their own lessons.

Teachers respond to children’s needs by:

• providing support for children who need help with communication, language and

literacy;

• planning to develop children’s understanding through the use of all available senses

and experiences;

• planning for children’s full participation in learning, and in physical and practical

activities;

• helping children to manage their behaviour and to take part in learning effectively

and safely;

• helping individuals to manage their emotions, particularly trauma or stress, and to

take part in learning;

• help from our Educational Psychologist and clinical team in introducing whole school

or targeted support programmes such as ‘Circle of Friends’, ‘Social Skills groups’

and/or bespoke programmes where required.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender

and disability. Teachers ensure that children:

• feel secure and know that their contributions are valued;

• appreciate and value the differences they see in others;

• take responsibility for their own actions;

• participate safely in clothing that is appropriate to their religious beliefs;

• are taught in groupings that allow them all to experience success;

• use materials that reflect a range of social and cultural backgrounds, without

stereotyping;

• have a common curriculum experience that allows for a range of different learning

styles;

• have challenging targets that enable them to succeed;

• are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Special Educational Needs and Disabilities have learning difficulties that call

for special provision to be made. All children may have special needs or a disability at some

time in their lives. In implementing this policy, we believe students will be helped to

overcome their difficulties. Whilst many factors contribute to the range of difficulties

experienced by some students, we believe that much can be done to overcome them by

carers/parents, teachers and students working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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

• 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.

A child under compulsory school age has special educational needs if he or she is likely to

fall within the definition in paragraph above when they reach compulsory school age or

would do so if special educational provision was not made for them (Section 20 Children and

Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities. The term SEND is

used in this Code across the 0-25 age range but includes.

**Disabled children and young people**

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: ‘longterm’ 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 SEND definition.

**Roles and Responsibilities**

THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school’s SEND provision. This involves working with

the Local Authorities and Leadership Team to determine the strategic development of the

policy. Other responsibilities include:

• Overseeing the day-to-day operation of the policy

• Co-ordinating the provision for students with SEND

• Liaising with and giving advice to fellow teachers and education support staff

• Managing classroom support

• Overseeing students’ records

• Liaising with parents/ carers

• Contributing to INSET

• Liaising with schools, external agencies, LA support services, Health and Social

Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

• The roles of the participants

• The procedures to be followed

• SEND is the responsibility of all teachers. The Revised Code of Practice for SEND

states that ‘all teachers are teachers of SEND” This means that all teachers are

responsible for planning and making provision for SEND students within their class

with advice and support from the SENDCO

• Teaching and non-teaching staff are committed to keep the SENDCO well informed

about students’ progress

• All teachers have access to information about students with SEND

**The role of the Senior Leadership Team**

Responsibilities to students with SEND include:

• Ensuring that provision is of a high standard

• Ensuring that a ‘responsible person’ is identified to inform those involved with

teaching and supporting SEND students

• Ensuring that students with SEND are fully involved in school activities

• Having regard to the Code of Practice when carrying out these responsibilities

• Being fully involved in developing, monitoring and subsequently reviewing the SEND

policy.

**The role of the class teacher and class support.**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose

responsibilities include:

• Being aware of the school’s procedures for the identification and assessment of, and

subsequent provision for students with SEND

• Being accountable for the progress made by SEND students in their subjects

• Collaborating with the SENDCO to decide the action required to assist the student to

progress

• Working with the SENDCO to collect all available information on the student

• In collaboration with the SENDCO contribute to pupil support documents

• Working with students on a daily basis to deliver the individual targets within

differentiated planning

• Developing constructive relationships with carers and parents

• Being involved in the development and review of the schools SEND policy

**The role of the Head teacher.**

The Head Teacher’s responsibilities include:

• The day-to-day management of all aspects of the school including the SEND

provision

• Keeping the Senior Leadership Team well informed about SEND within the school

• Working closely with the SENDCO

• Informing carers/parents of the fact that SEND provision has been made for their

child

• Ensuring that the school has clear and flexible strategies for working with

carers/parents, and that these strategies encourage involvement in their child’s

education

• Ensuring that the new Code of Practice 2014 is implemented across the school.

Co-ordinating and managing provision

The new Code of Practice recognises the SENDCO’s key role in determining the strategic

development of the SEND policy and provision in order to raise the achievement of children

with SEND.

**Admission arrangements**

The Head Teacher and Senior Leadership Team believe that the admissions criteria should

not discriminate against students with SEND and have due regard for the practice advocated

in the Code of Practice in relation to the Equality Act 2010

**Categories of Special Educational Needs and Disability.**

The new Code of Practice does not assume that there are hard and fast categories of special

educational need, but recognises that children’s needs and requirements fall into four broad

areas.

• Communication and interaction

• Cognition and Learning

• Social, Emotional and Mental Health

• Sensory and/or physical

The SEN Code of Practice 2014 (revised 2020) makes it clear that all teachers are responsible for the

progress of students with SEND in their class. All teachers are responsible for identifying

students with SEND and, in collaboration with the SENCO, will ensure that those students

requiring different or additional support are identified at an early stage. Assessment is the

process by which students with SEN can be identified. Whether or not a student is making

adequate progress, is seen as a significant factor in considering the need for SEND provision.

**Early Identification.**

Early identification of students with SEND is a priority. Data obtained from Local Authorities

and previous schools informs the school about a student’s needs and place on the SEND

Register. The school will use appropriate screening and assessment tools, and ascertain

student progress through:

• Evidence obtained by our Educational Psychologist during observation and

assessment

• Evidence obtained by teacher observation/ assessment.

• Their performance against Age Related Expectations (ARE)

• Standardised screening or assessment tools such as:

* Screening /diagnostic tests
* Reports or observations
* Records from previous schools
* Information from parents/ carers
* National Curriculum results
* Student portfolios

**Nature of intervention**

The SENDCO in collaboration with the class teacher will decide the action required to help

the student progress. Based on the results of previous assessments, the actions might be:

• Deployment of extra staff to work with the student.

• Provision of alternative learning materials/ special equipment group support

• Provision of additional adult time in devising interventions and monitoring their

effectiveness

• Staff development/training to undertake more effective strategies

• Access to support services for advice on strategies, equipment, or staff training

**Monitoring student progress**

Progress is the crucial factor in determining the need for additional support. Adequate

progress is that which:

• Narrows the attainment gap between student and peers

• Prevents the attainment gap widening

• Is equivalent to that of peers starting from the same baseline but less than the

majority of peers

• Equals or improves upon the student’s previous rate of progress

• Ensures full curricular access

• Shows an improvement in self-help and social or personal skills

• Shows improvements in the student’s behaviour

The majority of students attending Glebedale School have an EHCP which clearly identifies

progress objectives and the educational provision necessary to meet these objectives. In the

unusual event that an EHCP is not already in place, at the time of admission, the school will

liaise with carers/ parents and the social worker to ascertain if it is appropriate to request

that a statutory assessment of the student’s educational needs be considered. In such an

event, the school will co-operate fully with the local authority, in providing the necessary

data and other information to facilitate this process.

**Record Keeping**

The school will record the steps taken to meet students’ individual needs. The SENDCO will

maintain the records and ensure access to them. In addition to the usual records, the

student’s profile will include:

• Information from parents/ carers

• Information on progress and behaviour

• Student’s own perceptions of difficulties

• Information from health/ social services

• Information from other agencies

Teaching students with SEN is a whole-school responsibility. The core of teachers’ work

involves a continuous cycle of planning, teaching, assessing and taking into account the

differences in students’ abilities, aptitudes, and interests. Some students may need

increased levels of provision and support.

The progress of all students attending Glebedale School is monitored carefully through a

variety of means including submission of half termly progress data, internal case

conferences, statutory reviews such as Looked after Children Reviews, Annual Reviews,

Personal Education Plan Reviews and Tutor/ Keyworker/ Parent meetings.

**Provision Mapping.**

Individual pupil plans and Provision Mapping are an integral part of our school’s delivery of

the Code of Practice. Individual plans are reviewed formally, three times yearly- each school

term- usually as part of the Personal Education Plan (PEP) where a student is ‘looked after’,

as part of the Annual Review of Statement/EHCP and/or as part of the designated teacher/

tutor/ keyworker/ parent meeting which takes place on a regular basis, for all students.

Additionally, informal reviews take place through internal case conferences and teacher

assessment. Daily communication about students’ progress through whole staff meetings,

tutorials, teacher parent/ carer meeting also contributes to the ongoing review of the pupil

plan, which is a working document and subject to update at any time.

Individual pupil planning documents have the following information:

• SMART targets, which are linked to the objectives of the Statement of SEND or EHCP,

where applicable

• Strategies for the Student

• Strategies for the teacher

• Provision made

• Date for review

• Success and/or exit criteria

• Individual pupil profiles will be discussed with the student and the carer/parent. The

school will involve students in the review process.

Provision Mapping details how a student is supported during their school day, providing

information on how a student’s Statement/ EHCP is supported in the school setting.

Provision Maps are used as a monitoring document and a reference document for school

staff when planning for student need.

**Request for statutory assessment**

The school will request a Statutory Assessment from the relevant LA when, despite an

individualised programme of sustained intervention within the school support category, the

child remains a significant cause for concern. A Statutory Assessment might also be

requested by a parent/ carer or outside agency. The school will have the following

information available:

• The action followed with respect to school support

• Records and outcomes of regular reviews undertaken

• Information on the student’s health and relevant medical history

• Attainment levels

• Literacy/Numeracy attainments

• Other relevant assessments from specialists such as support teachers, Educational

Psychologist and wider clinical team.

• The views of parents/ carers

• Where possible, the views of the child

• Social Services reports

• Any other involvement by professionals

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers

the child requires provision beyond what a school can offer. However, the school recognises

that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will

include details of learning objectives or outcomes for the student. These are used to

develop targets that are:

➢ Matched to the longer-term objectives set in the EHCP

➢ Of shorter term

➢ Established through parental/student consultation

➢ Set out in an Individual pupil passport.

➢ Implemented in the classroom

➢ Delivered by the class teacher with appropriate additional support where

Specified

**Review of EHCP’s**

EHCP’s must be reviewed annually. The LA will inform the Head Teacher/ SENDCO at the

beginning of each school term of the students requiring reviews. The SENDCO will organise

these reviews and invite:

• The student’s parent/ carer

• The student if appropriate

• The relevant teacher/ Tutor

• A representative of the LA

• Any other person the LA considers appropriate

• Any other person the Head Teacher/ SENDCo considers appropriate

• The aim of the review will be to:

➢ Assess the student’s progress in relation to the individual targets

➢ Review the provision made for the student in the context of the National

Curriculum and levels of attainment in basic literacy/numeracy and life skills

➢ Consider the appropriateness of the existing Statement in relation to the

student’s performance during the year, and whether to cease, continue, or

amend it

➢ Set new targets for the coming year

With due regard for the time limits set out in the Code, the SENDCO will ensure that a

report of the annual review meeting is sent, with any supporting documentation, to the LA.

The school recognises the responsibility of the relevant LA in deciding whether to maintain,

amend, or cease an EHCP.

**Evaluating success**

The success of the school’s SEND Policy and provision is evaluated through:

• Monitoring of classroom practice by SENDCO and subject teachers

• Analysis of student tracking data and test results

• Consideration of each student’s success in meeting Individual targets

• School self-evaluation and self-review

In evaluating the success of this policy, the school will consider the views of:

• Teachers

• Parents/ Carers

• Students

• External professionals

**Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to

work with SEND students. Part of the SENDCO’s role in school-based INSET is to develop

awareness of resources and practical teaching procedures for use with students with SEND.

As a routine part of staff development, INSET requirements in SEND will be assessed. Staff

new to the school will be given training on the SEND policy as part of their induction.

Links with other agencies, organisations and support services

The school recognises the important contribution that our internal and external support

services make in assisting to identify, assess, and provide for students with SEN. When it is

considered necessary, colleagues from the following support services will be involved with

SEND students:

• Educational psychologists

• Medical officers, including our own Professional Clinical Multi-disciplinary Team

• Speech and Language therapists

• Physiotherapists

• Hearing impairment services

• Visual impairment services

**Partnership with parents and carers**

Our school firmly believes in developing a strong partnership with parents and carers as this

can enable students with SEND to achieve their potential. The school recognises that

parents and carers have a unique overview of the student’s needs and how best to support

them, and that this gives them a key role in the partnership. This is further reflected in the

New 2014 Code of Practice. ‘Parents and carers hold key information and have a critical role

to play in their children’s education. They have unique strengths, knowledge, and

experience to contribute to the shared view of a child’s needs and the best way of

supporting them.’ (CoP)

The school will make available, to all parents of students with SEND, details of the Parent

Partnership service available through the LA. The SEND Code of Practice outlines that ‘LEAs

should work in partnership with local and parent organisations, as well as the parent

partnership service . . . to ensure that parents receive comprehensive, neutral, factual and

appropriate advice.’ (CoP)

Children and families need to be at the centre of every discussion and be a part of the

decision making process.

**The voice of the child**

The new Code includes a chapter on pupil participation. All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

Under the New Code (2014) Children and Parents have a direct say in what their needs are

and how they can be best addressed, which in turn should inform policy.

In addition, students over the age of 16 should be directly asked for their views and input on

their own education.

Sources

• ‘SEN Resources’, Special Needs Edu-Fax, devised and written by P.N. Williams and

J.D. Petch, edited by D.N. Roberts, published by The Curriculum Publishing Company

Ltd, 2002

• ‘Guidance on revising SEN policies for mainstream schools’, Oxfordshire LEA, 2002

• ‘SEN Policy’ section on SEN, www.Schoolmanager.net

References

• The Revised SEN Code of Practice (September 2014, updated 2020))

• Children and Families Act 2014

• Equality Act 2012

• Care Act 2014