

SEND Policy



THE EARLS HIGH SCHOOL
AD 1652

Author	SENCO	Date: October 2022
Approved by:	LGB	Date: November 2022 (no change)

Signature of LGB Chair

A handwritten signature in black ink, appearing to read 'D. Harwood', is written over a horizontal line. A long, sweeping horizontal stroke extends from the end of the signature across the page.

Last reviewed on:	October 2022
Next review due by:	October 2023

LEARNING SUPPORT POLICY (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

1. Legislation and Guidance

Our SEN policy and information report is based on the statutory Special Educational Needs and Disability SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families act 2014, which sets out schools' responsibilities for pupils SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. This policy also complies with our funding agreements and articles of association.

2. Workload Assessment

This area of school policy is governed directly by our statutory duty under the 2014 act. This updated policy provides further clarity and detail for parents and other stakeholders without changing in any way the expectation on school staff.

3. Definitions of special educational needs and disabilities

3.1 Definitions

The New SEN Code of Practice defines Special Education Needs as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions."*(P9)

This is a broad definition covering children and young people from 0 -25years of age.

The Earls High School is an 'inclusive school'. It is the school's aim to ensure that pupils with SEND are included in all aspects of school life and experience a fully inclusive curriculum. This is achieved by ensuring that the 4 areas of need, as set out in the SEN Code of Practice, are met: 'Cognition and Learning Needs', 'Social, Emotional and Mental Health Needs', 'Communication and Learning Needs' and 'Sensory and/or Physical Needs'. Every student at The Earls High School has the opportunity to follow all National Curriculum subjects, as well as following an appropriate personalised curriculum pathway that offers alternative

qualifications. We are committed to narrowing the attainment gap between SEND and non-SEND students.

3.2 Admission Arrangements for pupils with identified special needs

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours and within the available resources, in partnership with parents, to make the provision required to meet the SEN of students at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- It would be unsuitable for age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

4. Overall School Aims:

- to provide high quality provision for those students who have special educational needs relating to learning difficulties, so that they make rapid progress in developing key skills, and are thus able to access the full curriculum and to achieve their potential.
- provision mapping in the 4 core areas: 'Cognition and Learning Needs', 'Social, Emotional and Mental Health Needs', 'Communication and Learning Needs' and 'Sensory and/or Physical Needs'.
- 6 weekly data tracking shows that the students on the SEND register are meeting their targets across the curriculum.
- all students at The Earls High School receive support for their learning needs, enabling them to develop their skills, knowledge, self-belief and understanding, to their full potential and maximum personal benefit.
- all students are able to have full access to a broad, balanced and differentiated curriculum that satisfies individual learning needs.
- all students receive the highest quality teaching, enabling them to develop their reading, literacy and numeracy skills.
- all teachers at The Earls High School know that they are responsible for meeting the needs of the students they teach.
- all students' learning happens alongside their physical, emotional, spiritual, moral, cultural and social development.
- all parents/carers have an important role in supporting their child and are consulted and

informed according to the requirements of the 2014 Code of Practice.

- all governors have a clear responsibility for ensuring The Earls High School implements its Learning Support Policy.

5. Roles and responsibilities

5.1 The Leadership of Student Needs:

Head teacher	Mr J Fox
Teacher for SEN/SENCO	Mr S Berry
Student Needs Manager	Mrs L Fereday
Student Needs Manager	Miss H Nicholson
Governor for SEND	Mr S Laidley

5.2 The Role of Lead Teacher for SEN/SENCO

The Lead Teacher for SEN/SENCO is accountable to Mr J Fox, Head Teacher. The responsibilities of the Lead Teacher/SENCO include:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Be the point of contact for external agencies, especially the local authority and support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

5.3 Exam Access Arrangements

Mr S Berry has been appointed by Mr J Fox (Headteacher) as the specialist assessor for exam

access arrangements. Mr S Berry is a qualified assessor and holds the CPT3A Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements Qualification. Mr S Berry is registered with the British Psychological Society RQTU Membership No. 326838

5.4 The SEN Managers

The SEND managers will take a leading, practical role in the day to day administration and management of the team and assist the Lead Teacher for SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in school

5.5 The Headteacher

The headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.6 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6 SEN information report

See Appendix A (SEN information report)

DATE REVIEWED October
2020

Policy compiled by: Mr S Berry
Lead Teacher for SEND/SENCO

Signed 
On behalf of the Leadership Team