



Policy Title: Special Educational Needs & Disability Policy

Policy Ref: P74

Last Reviewed: September 2020

If you wish to discuss any aspect of this policy the member of staff you should see is:

Rob Wakeling
Assistant Headteacher

Special Educational Needs and Disability (SEND) Policy Aims:

The potential of each student, regardless of ability and background, will be achieved within the framework of the following stated college aims:

- Promote an atmosphere which encourages the college motto 'Love Learning for Life'
- Enable each student to develop their skills creatively, linguistically, mathematically, scientifically, socially and physically; and to develop an attitude of acquiring these skills
- Encourage in students a sense of self responsibility to themselves, the college and the community
- Give students an awareness of their own worth, achievement and enjoyment in their own learning journey
- To provide a caring atmosphere in college where stable relationships can be formed
- To develop the growing partnership between home, college and the community
- To prepare students with broader life skills for the world of work, training or further education

Key staff involved in SEND policy and practice:

Principal: Hugh Hennebry

Assistant Headteacher: Rob Wakeling

SENDCOs: Cathryn Nyren (Y7, 9 & 11); Dara Wakeling (Y8, 10 & Sixth Form)

SEND Teacher: Gill Hennebry (Exam access assessment and arrangements)

Senior Learning Assistant: Katie Richardson

ASC Lead: Kevin O'Riordan

Chair of Governors: Duncan Irvine

SEND Governor: Simon Powell

Designated Teacher for Looked After Children: Hannah Butcher

Designated Safeguarding Lead: Hannah Butcher

Our SEND department is called **Learning Plus**.

Introduction

This policy sets out our approach to supporting young people with special educational needs and disabilities (SEND). For more information about how we support young people with SEND please also see our [Local Offer for SEND](#) and our SEND information report that is updated annually.

The staff of Uckfield College will work to ensure that all SEND students reach their full potential, are fully included within the college community and are able to be successful, lifelong learners. We have high expectations of our SEND students, setting challenging learning targets and work to remove barriers students may have in reaching these aims.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class, even where students access support from Learning Assistants or specialist staff. High quality teaching is differentiated to meet the needs of the majority of students. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to support them to make good progress. Meeting the needs of students with SEND requires partnership working between all those involved – college, parents/carers, students and external agencies. We work together to provide a safe, stimulating and disciplined environment in which to learn. There is information about the support that the Local Authority and other services provide in the [East Sussex Local Offer for SEND](#).

We seek advice from external services on how to make the site more accessible for any student with a disability. The College currently offers:

- Lifts and ramps to enable wheelchair access to most classrooms
- Two disabled toilets
- Alternative timetabling if access to a classroom is difficult
- Adjustable desks and seating
- Individual emergency evacuation plans for students with disabilities

The SEND policy is divided into 16 sections:

- 1. Leadership and Management of SEND**
- 2. The kinds of special educational needs that are provided for in our school**
- 3. Identification and Assessment of SEND**
- 4. Working in partnership with parents/carers**
- 5. Involving children/young people**
- 6. Assessing and reviewing outcomes**
- 7. Transition**
- 8. The approach to teaching children with SEND**
- 9. Curriculum and learning environment**
- 10. Training and continuing professional development (CPD) for staff**
- 11. Evaluating the effectiveness and impact of SEND provision**
- 12. Inclusion**
- 13. Emotional and social development and well-being**
- 14. Involving specialists**
- 15. Funding for SEND**
- 16. Data Protection & GDPR**

1. Leadership and Management of SEND

Our SENDCos, **Cathryn Nyren and Dara Wakeling**, have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have Education Health Care Plans (EHCPs). The SENDCos provide professional guidance to colleagues and work closely with staff, parents and other agencies. The SENDCos are aware of the provision in the Local Offer and work with professionals providing a support role to families to ensure that our students with SEND receive appropriate support and high quality teaching.

The Governors

Our Governing Body fulfils its statutory duty towards young people with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

- A SEND information report is published annually
- There is a qualified teacher designated as a SENDCo for the school
- Arrangements are in place in school to support students with medical conditions

In addition, our governing body works with the SENDCo, Principal and Assistant Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. The kinds of special educational needs that are provided for in our school

The College has students with a range of needs and all of these young people can be fully included in our school community:

Communication and interaction needs– this includes young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger’s Syndrome. Uckfield College has a specialist provision for students with ASC. There are 6 places available in this facility and decisions about admission to this provision are made by the Local Authority.

Cognition and learning needs – this includes young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyper-active disorder or attachment disorder.

Sensory and/or physical needs - this includes young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

English as an Additional Language (EAL) - a learner of English as an Additional Language (EAL) is a pupil whose first language is *other* than English and they continue to use this language in the home and community. Intervention and support will be provided to EAL learners in various forms, including induction programmes for complete beginners in English in consultation with local authority and outside agencies, if appropriate. Bespoke intervention packages may include 1:1 support or small group work, and/or guidance and support for specialised online EAL provision. The most consistent and timely support for our EAL learners will come from Quality First teaching strategies within the classroom since the language development of all students is the responsibility of all teachers and teaching support staff.

3. Identification and Assessment of SEND

High quality teaching, differentiated for individual students in the classroom, is the best way to meet the needs of all learners. It is the first step in responding to students who have or may have SEND. The majority of students can make progress through such teaching. A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Regular assessments within subject lessons by subject teachers will seek to identify students making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- widens the attainment gap

The SENDCo will follow up any concerns or referrals from subject teachers.

We have a five stage process:

1. **Stage 1 Identification of SEND** – The SENDCO liaises closely with Primary Schools to gather information about students learning so that staff here have the right information to enable differentiation. We are alert to emerging difficulties and respond appropriately. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. Once here, teachers can raise questions about SEND issues with our SENDCos. We recognise that parents know their children well and listen when parents express concerns about their child's development. We also listen and address any concerns raised by students themselves. The first response to less than expected progress will always be high quality teaching and targeted in-lesson intervention. Slow progress and/or low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND.
2. **Stage 2 Quality First Information Sharing** – The current SEND Closing the Gap register and the Pupil Passport system provides information and Quality First Teaching strategies for staff about their teaching groups. Information gathered from Primary Schools, agencies, parents/ carers and pupil voice is collated within the pupil record. This includes outcomes following referrals. Where it is decided to provide a student with SEND support the decision will be recorded on the school provision map and parents/carers will be notified.
3. **Stage 3 Needs Review** – A student who has received a range of provisions over a period of time with a number of staff may be considered for a Needs Review. This process should take place at a case conference. Not all case conferences will lead to a Needs Review but where appropriate this should be created as part of the staged SEN process and shared with all teaching staff and stored on the system.
4. **Stage 4 Additional Needs Plan (ANP)** – A small group of students with a range of complex needs will require an ANP. The ESCC SEN Matrix and Code of Practice identify the criteria for such a school based plan. In East Sussex an additional needs plan (ANP) is used when, despite the appropriate targeted

support, a young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. A provision map will sit alongside this plan. These documents must be reviewed 3 times per year with parents / carers. An ANP is normally used where it is likely that the student will be put forward for an EHCP (see below).

5. **Stage 5 Education Health Care Plan (EHCP)** - Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the young person, the young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents. In considering whether an EHC assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the young person's SEND. An EHC assessment will not always lead to an EHCP. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHCP also specifies the arrangements for setting shorter term targets at school level.

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

4. Working in partnership with parents/carers

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

- Communicate with the parents of young people so that they are informed about their child's progress.

If there are any disagreements with parents about SEND support for their young person, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website: www.uckfield.college

5. Involving young people

We are committed to involving young people with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making.
- Support young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At Uckfield College we use ESCC Student Voice resources to support this process. We work closely with the Careers Department who provide advice and support for post-school options for young people with SEND.

6. Assessing and reviewing outcomes

We record details of additional or different provision made under SEND support within our Provision Mapping document. Where appropriate, we monitor the impact of interventions using a range of qualitative and quantitative entrance and exit data. This forms part of discussions with parents about the young person's progress, expected outcomes from the support and planned next steps.

7. Transition

The great majority of young people with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and students the information to be shared as part of this process.

We support young people so that they are included in social groups and develop friendships. Pastoral Leaders and the Learning + department deliver social skills support programmes. There is also a designated area allocated during unstructured times for those who find the college environment more challenging.

If a young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by **15 February** in the calendar year of the transfer.

We ensure that students from Year 8 until Year 13 are provided with independent careers guidance. For students with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

8. The approach to teaching children with SEND

Information about this can be found in our Curriculum, Assessment and Teaching Policy. We set high expectations for all students whatever their prior attainment. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of young people. Some young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it. In some cases, students will receive additional teaching through specific interventions. These are led by Learning Plus staff.

9. Curriculum and learning environment

All students have access to a broad and balanced curriculum. Schemes of Learning include provision for students with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement. Information about students with SEND and their curriculum access is shared with staff through the Closing the Gaps register (on SIMS), Pupil Passport system and electronic markbooks. These documents detail inclusion strategies.

We do what is necessary to enable young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEND provision

Where appropriate, the provision we offer is carefully considered and its effectiveness monitored. We carry out a Learning Plus departmental review and SEND audit every year and engage in ongoing climate walks throughout the year to review the impact of our provision. We also audit Schemes of Learning. An annual SEND report is published on the College's website. We also conduct a review of our ASC Facility which is reported to the local authority.

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Students with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. Inclusion is at the heart of everything we do.

13. Emotional and social development and well-being

As a school we support the emotional, mental and social development of young people with SEND and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for students' spiritual, moral, social and cultural development through our broad and balanced curriculum which includes a specific Personal Development curriculum.

14. Involving specialists

We will involve a specialist where a young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the young person's progress. Together, we agree the needs of the young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of this are kept in the Learning + Department.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

15. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium and catch-up premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

16. Data Protection & GDPR

We are currently digitising our SEND records into an electronic format. The remaining SEND records are kept securely in the Learning Plus Department Office so that unauthorised persons do not have access. EHC plans will not be disclosed without the consent of the child's parents/carers or the young person, except for specified purposes or in the interests of the young person. See our GDPR policy for more information.

Further Questions and Contact Details

If you have any questions about this policy please contact the SENDCo, Assistant Headteacher or Principal.

Address	Uckfield College, Downsview Crescent, Uckfield, East Sussex, TN22 3DJ
Email	office@uckfield.college

Reception	01825 764844
Website	www.uckfield.college

This policy sets out our approach to supporting young people with special educational needs (SEND). For more information about how we support young people with SEND please also see our Local Offer for SEND and the SEND information report that you can find on our website www.uckfield.college.

<p>Date of this Policy: 5.03.20</p> <p>Review Date: Annually</p> <p>Review to be undertaken by: Rob Wakeling, Principal and SEND Governors</p> <p>Implementation and Monitoring of this Policy: Principal, SLT, SENDCo, SEND Governors</p>
--