

TCS SEND Policy and Information Report

Policy responsible: Deputy Headteacher

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At TCS, we are committed to ensuring that every child has access to high quality education regardless of any barriers to learning. Our aim is to promote independence, resilience and a love of learning in all our learners. Quality first teaching is fundamental to this aim so we seek to minimise the withdrawal of students from lessons where possible. Where withdrawal is required, this will be with the specific aim of providing intervention and support to enable the child to better access mainstream lessons when they return.

2. Legislation and guidance

This 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Amelia Hall-Vidler

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing body 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 students with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition.
- Cognition and learning, for example, dyslexia or dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

Many students come to us with a pre-existing diagnosis of a learning need or disability or have had a learning need identified from their primary school.

We will assess each student's current skills and levels of attainment through class, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine whether or not additional support is needed and if it is, to determine the support that is required and whether we can provide it by adapting our core offer, or whether something different or additional would be more appropriate.

5.3 Consulting and involving students and parents

If a learning need is identified or suspected, we will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone is clear about the types of support that can be offered and the limitations of this support

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. Preparing for adulthood is a key part of the annual review process for all of our students with EHCPs.

The SENDCo plays a key role in students' transition from primary to secondary school. In collaboration with the Head of Year 7 and the SENDCo from the relevant primary school, our SENDCo will seek to make the transition from Primary school to Secondary school as smooth as possible.

5.6 Our approach to teaching students with SEND

Quality first teaching is the primary strategy for ensuring progress of all students, including those with SEND. Teachers are responsible and accountable for the progress and development of all the students in their class and work will be suitably differentiated to ensure accessibility for all.

We may make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.7 Additional support for learning

In accordance with the child's need, we may also provide the following interventions and support:

- Paired reading programme
- Catch up Literacy and Numeracy
- Comic strip conversations – promoting emotional literacy
- Social skills support (Talkabout)
- Teaching Assistant support in a lesson for some students

- Break time and lunchtime supervision and support
- ELSA provision – Emotional Literacy Support Assistant
- Pastoral support
- Support through external agencies such as Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapist

5.8 Expertise and training of staff

We have a team of SEND-trained staff, including one Senior Teaching Assistant, who are trained to deliver SEN provision.

In the last academic year, SEND staff have been trained in specialist training according to their intervention support, for example, ELSA or Phonics. Teaching staff have been trained in Responsive Teaching, which focuses on methods of assessing each individual student throughout the lesson and differentiating teaching in order to address misconceptions. Teaching staff regularly receive training in aspects of SEND, including autism, dyslexia, ADHD and Tourettes. The training takes place in school on a Monday after school for one hour, a Wednesday briefing for 10 or 15 minutes, or as part of an INSET day.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Regularly reviewing students' individual progress towards their goals
- Regularly reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for students with EHCPs

5.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs. All students are encouraged to go on our residential trips, sports day, school plays, special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability. It is common practice for a Learning Coach or Teaching Assistant to support with trips to facilitate greater accessibility for students with significant needs.

5.11 Working with other agencies

We work with a wide range of agencies, including CAMHS, the Speech and Language Team, Educational Psychologists and Outreach workers from our local Pupil Referral Unit. We ensure that all information sharing is accurate and complies with the General Data Protection Regulations.

5.12 Complaints about SEND provision

We seek to ensure that the provision for our students is of a high standard and meets the needs of all students. However, in rare situations, a parent or carer may feel that a complaint is

required. Complaints about the SEND provision in our school should be made in line with our Complaints Policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 The local authority local offer

Hampshire's local authority local offer is published here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the relevant governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Equalities Objectives Statement
- Complaints Procedure