



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

SEND POLICY

February 2025

This policy will be reviewed annually.

This is a statutory policy and is ratified at the Student and Curriculum Sub-committee

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1 Aims and Objectives

1.1 At The Ecclesbourne School, we believe that all children and young people are entitled to an education that enables them to make progress so they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition to adulthood

1.2 Our aim is to ensure that these things happen. In order to achieve this, we will:

- ensure that a child with SEND gets the support they need
- ensure that students with SEND engage in activities alongside those students who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision (the SENDCo)
- involve parents/carers when special educational provision is being made for a student
- produce an annual SEND information report and report it to the governing body before publication on the School's website.

2 Inclusion and Equal Opportunities

- At The Ecclesbourne School we are committed to providing all students with access to a broad and balanced curriculum.
- We aim to develop students' resilience and confidence in themselves and ensure that all students feel valued
- We are focused on creating an inclusive environment, where provision is tailored to the need and abilities of students, no matter how varied.
- We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

3 Legislation and Guidance

3.1 This policy 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
- The Special Educational Needs and Disabilities Regulations 2014
- The Equality Act 2010
- The Public Sector Equality Duty
- The Governance Handbook
- The Schools Admissions Code

4 Definitions

Special Education Needs

- 4.1** A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.
- 4.2** They have a learning difficulty or disability if they have:
- significantly greater difficulty in learning than most 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.
- 4.3** 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.

Disability

- 4.4** Students are considered to have a disability if they have a physical or mental impairment that has a substantial or long-term adverse effect on their ability to do typical daily activities.
- 4.5** The school will make reasonable adjustments for students with disabilities so that they are not at a substantial disadvantage compared to their peers.

The four areas of need

- 4.6** The needs of students with SEND are grouped into four broad areas. Students may have needs that traverse more than one area and their needs may change over time. Interventions will be selected that are appropriate for the student's particular need(s) at the relevant time:
- Communication and interaction: students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall into this category.
 - Cognition and learning: students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:
 - (i) Specific learning difficulties, which impact one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia
 - (ii) Moderate learning difficulties
 - (iii) Severe learning difficulties
 - (iv) Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - Social, emotional and mental health: these needs may reflect a wide range of underlying difficulties or disorders. They may manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated. Students may have:
 - (i) Mental health difficulties such as anxiety, depression or an eating disorder
 - (ii) Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
 - (iii) Suffered adverse childhood experiences

5 Roles and Responsibilities

The Headteacher

- 5.1** The Headteacher has overall responsibility for the management of SEND provision. They make sure that the SENDCo has enough time to carry out their duties. On a day-to-day basis, the responsibility for SEND is delegated to the SENDCo and the Deputy Headteacher with line management responsibility for the Learning Support Faculty.

The SENDCo

- 5.2** The responsibilities of the SENDCo are:

- To have day-to-day responsibility for the implementation of this SEND policy and the co-ordination of specific provision made to support individual students, including those who have ECHPs.
- To advise teaching staff on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual students.
- To provide professional guidance to colleagues and to liaise and work with staff, parents and other agencies to make sure that students with SEND receive appropriate support and high- quality teaching.
- To inform any parent/carers that their child might have SEND and then liaise with them about the student's needs and any provision made
- To work with the Headteacher and the SEND governor in regularly revising and evaluating the breadth and impact of the SEND support the school offers, and to determine the strategic development of the SEND policy and provision in the school, ensuring the school meets its responsibilities under the Equality Act 2010 and with regard to reasonable adjustments and access arrangements.
- To work with the Headteacher in identifying specific training needs regarding SEND and incorporating this into the school's plan for CPD.
- To advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- To manage Learning Support Officers
- To liaise with external agencies, including the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- To make sure all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner, when a student moves school.
- To prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

The governing body

- 5.3** The governing body is responsible for making sure that this policy is adhered to and for monitoring the effectiveness of how the key responsibilities are carried out.
- 5.4** The SEND link governor will help to raise awareness of SEND issues at governing board meetings. They will visit school regularly to monitor the quality and effectiveness of SEND provision and will update governing board on this.

Classroom teachers

- 5.5** All classroom teachers are teachers of SEND. They are responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach.
- The progress, development and attainment of every student in their class
- Working with any LSOs (Learning Support Officers) to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Seeking advice from the SENDCo and/or Learning Support Faculty when necessary
- Contributing to student reviews when requested by the SENDCo and/or members of the Learning Support Faculty

Learning Support Officers

5.6 The role of the Learning Support Officer (LSO) is:

- To support the provision of SEND within school
- To follow programmes set by the class teachers, SENDCo and/or outside agencies
- To help and assist students with SEND, either individually or as part of a group
- Support the planning of lessons in conjunction with classroom teachers
- To contribute to additional parents evenings for SEND students
- To fulfil other duties as detailed in individual job descriptions

5.7 Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support and their views will be taken into account. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside of school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the child's progress.

5.8 Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. Their views will be taken into account in making decisions that affect them, wherever possible.

6 SEND information report

6.1 The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually.

7 Our approach to SEND support

7.1 At The Ecclesbourne School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

Early identification

7.2 Every student's skills and attainment will be assessed on entry to The Ecclesbourne School. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

7.3 Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

7.4 The progress of students goes beyond attainment and includes wider development and/or social needs.

7.5 Where teachers identify an area where a student is making slow progress their first response is adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need.

7.6 Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

7.7 When deciding whether a student has SEND, information is gathered on student progress (alongside national and expected progress levels), parents/carers, class teachers and the student. We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.8 If a student is joining the school and their previous setting has already identified that they have SEND and/or they are known to external agencies and/or they have an EHCP, then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school so support can be put in place as early as possible.

Consulting and involving students and parents

7.9 The school will put the student and their parents/carers at the heart of all decisions made about special provision. When we are aiming to identify whether a student needs special educational provision, we will have an early discussion with the student and their parents/carers. These discussions will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficult
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

7.10 Notes of these early discussions will be added to the student's record. Parents/carers will be formally notified if it is decided that a student will receive special educational provision.

The graduated approach to SEND support

7.11 Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated response.

1. Assess	<p>The student's class teacher and the SENDCo will carry out a clear analysis of the student's need. The view of the student and their parents/carers will be taken into account. The school may seek advice from external support services.</p> <p>The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.</p>
2. Plan	<p>In consultation with parents/carers, the teacher and the SENDCo will decide which adjustments, interventions and support will put into place, the expected outcomes and a date for review.</p> <p>All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Information will be recorded in a Student Passport which will be made available to staff. This information is also recorded in each class register on SIMS.</p>
3. Do	<p>The student's teacher retains overall responsibility for their progress. They will work with LSOs to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers will take into account the strategies advised on the Student Passport in their planning and teaching.</p>
4. Review	<p>The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:</p> <ul style="list-style-type: none"> • The views of the parents and students • The level of progress the student has made towards their outcomes • The views of the teaching staff who work with the students

Levels of support

- 7.12** Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist.
- 7.13** On the census these students will be marked with the code K. The provision for K code students is funded through the school's notional SEND budget.
- 7.14** Students who need more support may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place and the outcomes sought.
- 7.15** On the census these students will be marked with the code E. The provision for E code students is funded through the school's notional SEND budget and potentially from the LA.

Evaluate the effectiveness of SEND provision

- 7.16** We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking student's progress
- Carrying out the review stage of the graduated approach
- Using Student Voice
- Monitoring by the SENDCo
- Holding annual reviews for students with ECHPs
- Getting feedback from the student and their parents/carers

8 Expertise and training of staff

- 8.1** Training will be regularly provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify specific training needs regarding SEND and incorporating this into the school's plan for CPD.
- 8.2** The SENDCo will use the Staff Portal to share resources with staff which support Quality First Teaching for SEND students.

9 Links with external professional agencies

- 9.1** Where the school is unable to meet the needs of a student, it will work with external support services. These will include:
- Speech and language therapists
 - Specialist teachers or support services
 - Educational psychologists
 - Occupational therapists or physiotherapist
 - School nurses
 - CAMHS (Child and Adolescent Mental Health Services)
 - Social Services
 - OOST
 - Behaviour Support
 - Autism Outreach

9.2 At any point where a specialist is involved, parents/carers will be fully involved in the process.

10 Admission and accessibility arrangements

10.1 Students who have an EHCP are admitted before other places are allocated. Full details of the school's admission arrangements are outlined on the website and in the Admissions Policy.

10.2 The school has an Accessibility Plan which is found on the school's website. This outlines how the school increases access to education for students with disabilities.

11 Complaints about SEND provision

11.1 Where parents/carers have concerns about the school's SEND provision, they should first raise their concerns informally with the subject teacher and/or form tutor. We will try to resolve the complaint informally in the first instance. Concerns can also be raised with members of the Learning Faculty, including the SENDCo and the Head of Year.

11.2 If concerns are still not allayed, then a complaint can be made through the formal complaints procedure. This is outlined in the Complaints Policy which can be found on the school's website.

12 Monitoring and evaluation arrangements

12.1 This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SENDCo link governor and the Headteacher. The review of the policy will take into account:

- Staff awareness of students with SEND at the start of the academic year
- How students are identified as having SEND
- The progress made by students with SEND at the school
- Whether students with SEND feel safe, valued and included in the school community.
- Any recommendations from Ofsted or the LA about improving practice
- Feedback from students and parents/carers

12.2 This policy will be updated when any new legislation, requirements or changes in procedures or personnel take place during the year.

13 Links with other policies and documents

13.1 This policy links to:

- SEND information report
- The local offer
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- DEI policy
- Supporting students with medical conditions policy
- Attendance Policy
- Safeguarding Policy
- Complaints Policy