

SEND policy and information report

Stoke Damerel Community College



Approved by: Simon Kelly

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I. Aims

Our Special Educational Needs and Disabilities (SEND) policy and information report aims to:

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

Our school is a mainstream secondary school with very dedicated staff that aims to get the best out of every student. We have around 1450 students and place each student into classes according to their individual ability.

Every teacher at Stoke Damerel Community College is a teacher of Special Educational Needs. Every teacher is responsible and accountable for the progress of learners in their class, even where learners have access to Teaching Assistants (TAs). The aim of the Learning Support Department is to provide an opportunity for students with additional needs to access a broad and balanced curriculum. By offering a high level of experienced support, and responding to their diverse needs, each student is encouraged to take advantage of the school community and activities.

High Quality Teaching is differentiated to meet the needs of the majority of the learners. Some learners will need something additional to and different from what is provided. This is SEND provision.

Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil 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 [Mrs Trudi Skinner](#). Email address: tskinner@sdcc.net. Telephone: 01752 556065.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the college
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the college's delegated budget and other resources to meet pupils' 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 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 college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the college keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENDCo 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 SEND and/or a disability

4.4 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Some pupils will already have been identified at their Primary school and will be identified through the transition process.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make assessments of progress for all pupils four times per year 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 pupil is recorded as having SEND.

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 pupil and their parents. We will use this 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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
- As we are a person centred college, we will always gather a pupil's views prior to any meetings

Notes of these early discussions will be added to the pupil's record and given to their parents. We will endeavour to meet parents and pupils at SEND Support three times per year.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We repeat this four times a year.

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

- The teacher's assessment and experience of the pupil
- 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 pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs through Pen Portraits, 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 pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible.

The learning support team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

If your child is moving to another school or college the current school will:

- Contact the school SENDCo.
- As children approach transition point schools and colleges should help their children and their families with more detailed planning.
- Year 6-7 the school will organise appropriate transition and enhanced transition with specialist sessions for those who require it.
- The SENDCO of the secondary school may be invited to year 5 and or year 6 annual reviews, EHC meetings or Team Around Me meetings.

- Year 9 should aim to help children explore their aspirations and how different post 16 education options can help them to achieve these.
- Year 10 should aim to support the child and their family to explore more specific courses.
- Year 11 firm up their plans for post 16 options.
- Information regarding the needs of the students will be shared with the next educational provider and support for transition visits where required.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy and Numeracy support
- Social Skills group
- Specific Social skills for Students on the Autistic spectrum
- Behaviour 4 learning support groups
- Anger management
- Access to specialist support staff at any time during the school day.
- Speech, Language and Communication
- Exam preparation
- Homework support
- 1:1 support and mentoring
- Specialist support for students with English as an additional Language.
- Learning Mentors
- Counselling

5.7 Adaptations to the curriculum and learning environment

Please see our accessibility policy and plan

https://www.sdcc.net/files/documents/accessibility_policy_stoke_damerel_new.pdf

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Precision Teaching and Read, Write Inc

We work with the following agencies to provide support for pupils with SEN:

- Careers South West
- Psychology Service
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Speech Therapy
- Counsellor
- Learning Mentors
- Communication Interaction Team
- Sensory Support
- Youth Offending Team
- School Nursing service
- Youth Service

The Specialist Provision for students with Autistic Spectrum Condition provides up to 14 places for those identified as having more significant Social Communication difficulties and/or a diagnosis of ASC. Decisions on placement into the specialist Provision are made by a multi-professional team at the Plymouth City Council, in consultation with the school.

Students within the ASC specialist provision access mainstream lessons when it is appropriate for each individual student and the facility is one part of the whole college provision for students with additional needs. It is an expectation that all students follow the same rules of dress, conduct and behaviour in and out of the classroom, with the additional resources being made available to students as required. Reasonable adjustments are made within this context.

5.9 Expertise and training of staff

Our SENDCo has seven years' experience in this role and is a SENDCo Lead educator for SEND at the Plymouth Teaching School.

We have a team of teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver English, Maths and SEND intervention.

In the last academic year, staff have been trained in meeting the needs of a range of SEND needs, including Autism Spectrum Condition (ASC), Attachment, low levels of Literacy and Speech and Language needs.

We also have an ASC Practitioner who specialises in 1:1 and group sessions for students with Autism.

5.10 Securing equipment and facilities

We have a graduated approach to all that we do. Specialist equipment and facilities are secured after cycles of assess, plan, do, review which show no progress has been made at a universal or targeted level.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding termly Multi-Agency Support Plan meetings

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/special workshops/ Days of Difference/ Alternative School Days etc.

No pupil is ever excluded from taking part in these activities because of their SEND need.

5.13 Support for improving emotional and social development

All our Year Teams are made up of a Learning Manager, Assistant Learning Manager and a Welfare Assistant. Our Welfare Director oversees our CAMHS visits, Learning Mentors, Counsellors and Social Skills groups.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extra-curriculum clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

In particular situations, additional help and advice may be sought from the Communication Interaction Team and Education Psychologist, Speech and Language Therapy or specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support from the schools resources when we feel appropriate. In this way other professionals can come into school and meet with students to assess their particular needs, providing the school with specific advice and resources to help remove barriers to learning.

Our staff also receive support from Plymouth Advisory Team for Sensory Support (PATSS).

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made via the college's complaints procedure on our website: <https://www.sdcc.net/files/documents/Complaints-Policy.pdf>

The parents of pupils 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

5.16 Contact details of support services for parents of pupils with SEND

Plymouth Information Advice and Support for SEND is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. They can be contacted on 01752 258933.

5.17 Contact details for raising concerns

Please contact Mrs Trudi Skinner (SENDCo) on email tskinner@sdcc.net

5.18 The local authority local offer

Our contribution to the local offer is found in our SEND Information Report:

<https://www.sdcc.net/parents/sen>

Our local authority's local offer is published here:

<https://www.plymouth.gov.uk/schoolsandeducation/specialeducationalneedsanddisability/specialeducationalneeds>

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Simon Kelly **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the full governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Policy
- Behaviour for Learning Policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions