



SEND Policy (Special Educational Needs and Disability)

Approved by:	Board of Governors
Committee Responsible:	Full Governing Board
School Lead:	Headteacher
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Definition of Special Educational Needs:

A child or young person has SEND if they have a learning difficulty or disability which calls for specialist educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

has significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Aim: We have high aspirations for all learners, supporting them to independence and empowering them to achieve their full potential academically and socially. High Expectations, exceptional individuals.

Objectives:

- To identify and provide for all students who have Special Educational Needs and Disability.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEND Code of Practice 2015.
- To provide support and advice for all staff working with students with special educational needs.
- To develop and maintain partnerships and high levels of engagement with parents and carers.
- To ensure access to the curriculum for all students.

Staff in school, local school committee (LSC) and key staff within the Local Authority were consulted about this policy and will continue to be when changes are required. Reference was made to the SEND Code of Practice 2015, the Local Authority's Special Educational Needs and Disabilities Policy and the Equality Act 2010.

SENCO: Mrs C Ratcliffe, cratcliffe@corfehills.net, 01202 006666, awarded the National Award for SEND Co-ordination.

Advocate on the SLT: Sara Jones, Deputy Headteacher & Claire Ratcliffe, Associate Assistant Headteacher

Designated teacher for child protection: Sara Jones, Deputy Headteacher

Designated member of staff for managing pupil premium funding: Dani Walkey, Assistant Headteacher

Identification of Special Educational Needs and Disability and Disability:

Students are identified using the four broad categories of need outlined in the SEND Code of Practice 2015:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

These four broad categories of need identify primary aspects of need for young people. At Corfe Hills School we then identify the needs of the student by considering the needs of the whole individual, which will include not just the Special Educational Needs and Disability of the young person. Behaviour is not considered to be a category of special educational need, but can be seen as an underlying response to a need within a young person.

Other factors which do not involve a special educational need but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current disability equality legislation - this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare

- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a serviceman/women

A graduated approach to SEND support, stages of support:

When a student enters the school, care is taken to review support and identify a wide range of needs. Early in year 9, identified students undertake a Cognitive Ability Test, all students undertake a Reading Comprehension Test which calculates the reading age and identifies areas of difficulties in subtests, speed of processing and handwriting, including legibility of handwriting. If mathematical ability has been raised a concern a Maths Access Test is also administered.

At Corfe Hills School the progress of all students and vulnerable groups is monitored through the school's assessment and tracking systems. The teacher, tutor and Head of House use the whole school data tracking system (three progress checks annually) as an early identification indicator. This information is discussed regularly and parents/carers are invited to discuss progress on Parent Consultation evenings. Many students will already have SEND recommendations in place from previous schools that will be discussed at transfer.

Staff can also collate information to open a dialogue with the SENCO about areas of difficulty that a student may need support in.

At Corfe Hills School we believe in quality first teaching, the class teacher is responsible and accountable for the progress and development of all the students in their class.

As a school we use the Assess-Plan-Do-Review cycle for the identification and support of students who have special educational needs. SEND may occur at any stage in education and all student progress which is causing concern is discussed fortnightly at inclusion meetings, at which the SENCO is present. We seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Criteria for entering a student on the SEND register:

To determine whether a child should go onto the SEN register, there are two questions to ask:

Does the CYP have a learning difficulty or disability?

A child or young person has a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of others of the same age, or
- they have a disability which makes it difficult for them to use the facilities normally provided for others of the same age in mainstream schools or post-16 institutions.

Someone has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

Does that learning difficulty or disability call for special educational provision to be made?

Special educational provision is any educational or training provision that is **additional to, or different from**, that made generally for other children or young people of the same age.

This is a wide definition, and could cover a wide range of things, for example:

- having materials provided in a larger font
- needing one-to-one support
- communicating through sign language
- needing small class sizes

Some children or young people may need additional support which is not a special educational provision; for example they might need certain treatments or medicines administered at school because of a medical condition they have. In order to be classed as having SEN, they must require support with education or training which is different from that given to other children or young people of the same age.

If the answer to both of these questions is yes, then the child or young person has SEN.

Admission Arrangements

Corfe Hills School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

Managing students' needs on the SEND register:

Students are only identified as having SEND if they do not make adequate progress once they have accessed high quality, personalised teaching.

1. If this is the case the subject teacher will email the SENCO with information including their actions and discussions with parents/carers.
2. The emails or meetings will act as a referral to the SENCo. Discussions can then take place about whether further modification of teaching approach is required, if further testing needs to occur, if targeted intervention will occur or if the student needs to be placed on the SEND register. These discussions will involve the views of the student and parent/carer.
3. Additional action will be put in place and the impact monitored.
4. A Student Profile will be created by the SENCO, Deputy SENCO, HLTA or tutor in conjunction with parent/carer and student. This will be shared with appropriate members of staff.
5. If following intensive support only limited progress is made, support from outside agencies will be sought to give advice and further strategies.

Assessing and Reviewing students' progress and the effectiveness of our educational provision for pupils with Special Educational Needs:

The progress of our students will be assessed and reviewed through:

- The school's progress checks, three annually, for tracking the progress of all students.
- Evaluation of progress with class teachers/ tutor at parent consultation evenings.
- Regular evaluation of the effectiveness of interventions (in relation to the progress of each student).
- Termly evaluation of whether students with a Student Profile are making progress.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015) and evaluate progress towards individual outcomes which have been written to address their underlying special educational need.

Criteria for exiting the SEND register:

If a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEND list. This will be discussed and celebrated both with them and their parents. However, following their exit, their progress will be monitored closely through progress checks.

Training and Resources:

- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school. He/she will have or gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local SENCO meetings and other professional training relevant to their role.

- All staff will be trained in how to best support vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management/appraisal process.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO (or delegated member of staff) to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Roles and responsibilities of the Headteacher, other staff, and Governors:

The **SEND link on the LSC** will ensure that:

- The school policy is carried out and that adequate resources are provided within the limitations of the school budget.

The **Headteacher** will:

- Act within the realms of the current Special Educational Needs and Disability Code of Practice.
- Ensure that a properly qualified teacher is appointed as Special Educational Needs and Disability Co-ordinator and that he/she has sufficient staff and resources to fulfil that role.
- Ensure that staff are trained appropriately.
- Ensure that all staff and LSC are aware of how to implement the policy and its procedures.

The **Special Educational Needs and Disability Co-ordinator (SENCO)** will:

- Identify those students within the school who have Special Educational Needs and Disability.
- Ensure that staff are aware of which students have specific needs and the nature of those needs.
- Ensure that provision is matched to need within the limits of the budget and that a provision map is drawn up for each cohort.
- Assist staff in making the best provision for those identified students.
- Inform parents of the provision being made for their child and the support that they can provide.
- Ensure that the statutory requirements of the Special Needs Code of Practice are being met.
- Deploy staff appropriately.
- Represent the school at appropriate SEND conferences, reviews and meetings.
- Liaise with other professionals as necessary.
- Play an important role with the Headteacher and LSC, in determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality provision.
- The key responsibilities of the SENCO will include:
 - liaising with the relevant Designated Teacher where a looked after student has SEND
 - advising on the graduated approach to providing SEND support
 - liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a student and their parents are informed about options, and a smooth transition is planned
 - working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all students with SEND up to date.

All **staff** will:

- Be responsible and accountable for the progress and development of all the students in their class, including those with SEND.
- Provide appropriate differentiated support for every student in line with the student's individual needs.
- Ensure that they are aware of identified students within their teaching groups.
- Advise the SENCo of any concerns relating to a student whom he/she feels may have Special Educational Needs.
- Provide the SENCo with information on the progress of identified students as and when required.

SEND teaching assistants will:

- Work with students individually or in groups, as directed by the class teacher and/or SENCO, to support subjects and learning across the whole curriculum. They support quality first teaching in the classroom, and they may withdraw students for short interventions.
- Establish supportive, caring and secure relationships with students, promoting self-respect, self-esteem and a positive attitude supportive of the school ethos.

Storing and Managing Data:

Corfe Hills School has a Data Protection Policy. Please refer to this document for further details.

Dealing with complaints:

Corfe Hills School has a Complaints Procedure Policy. Please refer to this document for further details.