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# SEND Policy

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<b>Policy</b>	SEND Policy
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### 1. Aims

Our SEND policy and information report aims to:

- Set out how our college will support and make provision for pupils with special educational needs (SEND)
- Set out how our Curriculum Offer and Quality Assurance processes take account of the needs of learners with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Eggbuckland Community College aims to ensure that every student, including those with SEND, receives high quality teaching and learning opportunities, which meet their needs and breaks down any barriers to learning. Our vision for a fully inclusive college is one in which high quality, adaptive teaching and support services allow all students to make outstanding progress.

We believe that our universal approach to curriculum design, teaching and learning should take account of the widest possible range of learning needs, with adaptation to take account of individual strengths, difficulties and circumstances being the norm for all students. However, we also recognize that despite this approach some students may require further adaptation or support services, to help them achieve their potential. For these students, we aim to plan with the student, their parents, relevant professionals and Local Authority to make the necessary provision in the most effective way for the individual whilst maintaining their inclusion in the universal provision at the College.

### 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 SEND 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 Ian Lowcock

They will:

- Work with the headteacher and SEND trustee 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 trustee

The SEND trustee 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 and leadership team

Our view is that every leader is a leader of SEND

The headteacher will:

- Work with the SENDCO and SEND trustee to determine the strategic development of the SEND policy and provision in the college
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Ensure that all College leaders take account of the needs of pupils with SEND in their policy making, planning and quality assurance.
- Ensure that a member of the Leadership Team has explicit responsibility for the oversight and representation of SEND matters

### 4.4 Class teachers

Our view is that every teacher is a teacher of SEND

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.
- Indicating through Class Charts notes the adaptations typically required in their lessons for each student with SEND
- Referring to the SENDCo when they identify new needs or are concerned about the impact of existing strategies.
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our college 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 and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

In our approach to the identification and support of SEND the College aims to follow the mantra '*Right Support, Right Place, Right Time*'.

On entry to the College we will undertake a range of assessments of all students. This information will be used alongside data from previous settings and other agencies to provide a picture of each student's abilities, difficulties and possible support needs. This information is made available to teachers, including, where necessary, a summary of needs and strengths along with advice on recommended support strategies. All teachers are expected to access and take account of this information and reference it in their planning for lessons.

Class teachers follow a rigorous and regular cycle of progress checks and assessments, for all students, which are reported to parents according to a published schedule. Teachers are responsible for providing high quality teaching which includes adapting or intervening where students are at risk of not making expected progress. A teacher may refer to the College's Inclusion and Learning Support Teams if, despite this approach, a young person;

- Makes significantly slower progress than peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close or widens an attainment gap between the young person and their peers.

The Inclusion and Learning Support Teams will review the young person's needs, focussing on progress towards the desired outcomes, taking account of the views and wishes of the young person and their parents. Slow progress and low attainment does not automatically indicate that a young person has SEND and we aim to take an holistic view of each student's situation.

Where necessary, and with consent of the young person and their parents, we may undertake additional screening tests and/or refer to other agencies to seek a better understanding of the young person's needs.

We will use this process to determine what changes are needed and whether this can be provided through the College's universal offer, in partnership with the young person and parents. Where something additional or different is required, our aim would be to establish whether the young person can recover as a result of a short-term intervention. Where it is clear that their additional need is enduring, we would consider the young person to have SEND. Any decision to place a young person on the SEND register would be made in consultation with parents.

A young person with an assessed and enduring difficulty, requiring adaptation of assessment processes, may qualify for Exam Access Arrangements. Class teachers are responsible, through the SENDCo, for ensuring that the correct arrangements have been made for exams in their subject. The SENDCo will arrange for Specialist Assessment to be carried out from Year 9 where necessary.

### **5.3 Consulting and involving pupils and parents**

We aim to conduct all consultation and planning on a person-centred basis. Prior to admission all parents and young people are invited to submit their views via the College website using forms known as 'About My Child' via the parent section of the website.

Young people with SEND are routinely involved in monitoring their progress. Their views are recorded through a 'One Page Profile' which students can complete independently or with support from a member of the team. They are actively encouraged to attend their reviews and contribute to planning their support

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

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

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**

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

Every student's progress is assessed and reviewed regularly and reported to parents through our Academic Tracker Reports, Review Days (with the Form Tutor) and Parents' Evenings (with class teachers). Learning support staff will contribute, where required, to the assessment and review process.

For students with SEND the SENDCo will work with subject teachers to carry out a more detailed analysis of the pupil's progress in relation to their additional needs and agreed outcomes. This will draw on:

- The teachers' assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- The views and assessments of other professionals including external agencies, 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We aim to ensure that any transition to or from Eggbuckland Community College or between phases within the college, is as smooth as possible. For example, all students transitioning from a KS2 setting to KS3 at Eggbuckland Community College are invited to join a comprehensive induction process.

When a student leaves the college, we routinely 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.

However, we also recognise that transitions can be particularly difficult for a young person with SEND and for their family. We aim to follow the guidelines of the Plymouth Enhanced Transition Protocol to ensure that

we liaise effectively with parents, previous or future providers and any others involved in support the student to plan the most appropriate transition package for each student with additional needs.

Details of our enhanced transition offer are published in our SEND Information Report.

## **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.

Egguckland Community College aims to ensure that every student, including those with SEND, receives high quality teaching and learning opportunities, which meet their needs and break down any barriers to learning. We aim to ensure that all students have access to the same broad and balanced curriculum including the same range of optional subjects regardless of whether they have SEND.

Provision of high quality adaptive teaching which meets the needs of students with SEND is the responsibility of the class teacher or activity leader for activities outside lessons.

Details of the College's Curriculum Intent and assurance, are found in the Curriculum Policy

Where a student requires support which is additional to or different from that which can be provided by this high quality, inclusive approach to teaching, we will use our best endeavours as follows;

**For students at SEND Support (K) on the SEND register, this will include;**

- **Identification, and assessment of need, according to section 4 above.**
- **Sharing of information and advice with teachers according to section 4 above.**
- **Oversight by the Learning Support Team, led by the SENDCo to monitor and review progress, according to section 7 above.**
- **Shared support of any additional adult, such as a Learning Support Assistant, where available in the student's classes.**

**And may also include;**

- **Referral to outside agencies (see section 9 below), for support or advice, as appropriate and according to the wishes of the young person and their family.**
- **Enhanced pastoral support including allocation of a key worker or Learning Mentor where necessary.**
- **Other interventions such as support with aspects of literacy, numeracy or social communication.**

**For students with an EHC Plan, we will, in addition to the above;**

- **Use our best endeavours to support the young person to meet the outcomes agreed in the plan.**
- **Take account of the support recommendations in the EHC Plan and where necessary adapt provision, using our best endeavours to meet the needs of the young person in the context of our College and any additional funding provided by the Local Authority.**

## **5.7 Adaptations to the curriculum and learning environment**

We aim to understand and address the needs of each student on an individual basis. See section 5.2 above which sets out our processes for identifying need.

Examples of adaptations we make to ensure all pupils' needs are met include but are not limited to:

- Provision of high quality adaptive teaching to ensure all pupils are able to access their curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc., whilst maintaining fidelity to the College's curriculum intent.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Individual adaptations, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adaptations to the College environment. Please refer to our Accessibility Plan for further details.
- Adaptation to the breadth of curriculum will only be made where it is explicitly necessary in order to meet clearly identified needs such as those set out in an EHC Plan.

## **5.8 Additional support for learning**

The College employs a small team of Teaching Assistants, under the direction of an Assistant SENDCo, and a small team of Learning Mentors under the direction of an Inclusion Manager. In addition, the College employs a team of Hearing Support Assistants and a Teacher of the Deaf, whose primary responsibility is to meet the needs of students placed in our specialist Hearing Support Centre.

The College has appointed a Literacy Coordinator with responsibility for driving up reading standards, including the provision of intervention for those students identified as having additional needs in reading

Teaching Assistants are deployed primarily to meet the needs of students with Education Health and Care Plans. Where they are deployed to classes, they will work under the direction of the teacher to allow students with SEND to be supported in a manner best suited to their individual needs. This includes but is not limited to;

Working 1:1 with a student either within or outside the class.

Carrying out other teaching duties to allow the teacher to work 1:1 or with groups of students with SEND.

Offering support to a number of students with SEND either as a group or by sharing time between them.

We work with a range of outside agencies to provide support for pupils with SEND, including but not limited to:

- Communication Interaction Team
- Child and Adolescent Mental Health Services
- Educational Psychology Service
- Plymouth Advisory Team for Sensory Support
- Plymouth Community Speech and Language Therapy Service
- Targeted Youth Services
- Young Devon Counselling

In addition we will seek and/or take account of advice or support from any appropriate source in order to better understand and meet the needs of our students.

## **5.9 Expertise and training of staff**

Our SENDCO holds the National Award for SEND Coordination, has more than 7 years experience in this role and has worked as a teacher for more than 30 years.

Our Learning Support and Inclusion Teams include a SENDCo, a Teacher of the Deaf, an Assistant SENDCo, an Inclusion Manager, Communication Support Workers, Teaching Assistants, Hearing Support Assistants and Learning Mentors.

Individuals within the team have completed training in one or more of the following areas according to their role and experience;

- Safeguarding
- Classroom support
- Precision Teaching
- Social Communication
- Mentoring
- Reading support
- Communication Support for the deaf.
- British Sign Language

- Other training, both formal and informal, such as may be necessary according to student need.

The College has a comprehensive programme of professional development and training for all staff focusing on the priorities identified by the Leadership Team including the requirement to adapt teaching to meet the needs of students with SEND.

### **5.10 Securing equipment and facilities**

Where a pupil requires specialist equipment, which is not available through the College's universal offer, to meet their needs or allow access to their education at the College, we will endeavour to work with appropriate outside agencies, including both Health and Education Services, to source and fund the necessary equipment or facility. Please refer to our Accessibility Plan.

### **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 on both progress and well being at intervals agreed in the plan for the intervention
- Using pupil and parent questionnaires
- Monitoring by the SENDCO, Assistant SENDCo, and Heads of Year.
- Holding annual reviews for pupils with EHC plans

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

The College expects that all students with or without SEND will enjoy the same access to its full range of activities. We will make any reasonable adjustment to the activity, necessary to include a young person with SEND, provided this is consistent with the safe and effective education of others. For further details please see our Accessibility Plan.

### **5.13 Support for improving emotional and social development**

At Eggbuckland Community College we believe that good mental health is of paramount importance. We therefore have a wide range of measures to promote social and emotional wellbeing, along with support mechanisms to offer early help for young people whose mental health may be at risk. We work with a wide range of other agencies in order to secure access to the services our students and their families need to achieve or maintain wellbeing. The College has an appointed Mental Health Lead.

Our support offer is constantly under review and our aim is for it to be responsive to the current spectrum of needs. At the core of our offer is a strong Pastoral Team, including teams of Tutors each working under the supervision of a Pastoral Leader, Pastoral Support Workers, Learning Mentors and a Family Support Advisor. This team is based in a single central location to act as a 'one-stop' location where students can seek or be offered support.

All staff are trained and encouraged to notice and respond to the signs of social, emotional or mental health needs. As in all areas of need we operate a graduated approach, starting with the Tutor, who is able to access advice and support from the Inclusion Team to address the needs of the students in their care. A student's response to early help is often the best indicator of their need and the College's Inclusion Team meets regularly to allocate services within the College according to need.

In addition to the services available within the College, we aim to make full use of the wide range of outside agencies offering support, such as those listed in the Plymouth Online Directory and those listed in section 5.8 above to support or improve the wellbeing of our students.

We have a zero tolerance approach to bullying.

Students with SEND are also encouraged to be part of our lunch and break time clubs to promote teamwork/building friendships etc. This includes an invitation only, supported social time provision for students who would be socially vulnerable during break and lunch.

### **5.14 Working with other agencies**



In addition to those agencies listed in Section 5.8 above we work routinely with other organisations to plan and seek advice or support for our students. These include but are not limited to;

- Children's Social Care
- NHS services including;
  - Paediatricians
  - Occupational Therapists
  - Speech and Language Therapists
  - Physiotherapists
  - Psychiatrists
  - Mental Health Therapists and Practitioners
- Local Authority Services for children with disabilities
- Careers South West
- The Local Authority Inclusion, Attendance and Welfare Service
- ACE Schools
- Devon and Cornwall Police
- Devon and Somerset Fire and Rescue Service
- Routeways

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our college should be made to the form tutor or class teacher in the first instance. They will then be referred to the college's complaints policy.

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 college 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**

At Eggbuckland Community College we operate a graduated approach to student need. For a student already on roll, the first point of contact is the Form Tutor. If the concern persists, the Form Tutor will signpost you to the most appropriate person or agency to support you. Within the College this may be the Head of Key Stage in the relevant Curriculum Team, the House Leader (HL), or an Assistant SENDCo. If there are still concerns that needs are not being met, or further assessment is required then staff will contact the SENDCo.

If your enquiry relates to a student seeking a place at the College, please contact us using our published contact details, to ensure that your enquiry is considered by the appropriate teams.

For details of other support services available in the area, please refer to the Plymouth Online Directory. See Local Offer below;

### **5.17 Contact details for raising concerns**

See section 5.16 above. Contact should initially be through the student's Form Tutor.

Other useful contacts in the College are;

[mailbox@eggbuckland.com](mailto:mailbox@eggbuckland.com) for general enquiries

[SEND@eggbuckland.com](mailto:SEND@eggbuckland.com) for Learning Support Administrator and SENDCo

### **5.18 The local authority local offer**

Our contribution to the local offer is at:

<https://www.plymouthonlinedirectory.com/childrenandfamilies/plymouthschools/secondary/egguckland>

Our local authority's local offer is published here:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/secondary>

## **6. Monitoring arrangements**

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

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Disability Access Plan
- Safeguarding policy