



COOMBE  
WOOD  
SCHOOL

# SEND Policy for the academic year 2018 - 2019

**Policy Area**  
Statutory

**Author**  
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Final

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## Introduction

This policy outlines the framework for Coombe Wood School (CWS) to meet its duties and obligations to provide a high quality education to all of its students, including students with special educational needs and / or disabilities (SEND).

CWS therefore intends to work with London Borough of Croydon and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- [SEN Code of Practice 0-25.](#)
- [Supporting Children with Medical Conditions.](#)
- [Keeping Children Safe in Education.](#)
- [Working Together to Safeguard Children.](#)

## Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

CWS will make provision for students with the following four kinds of need:

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

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## Admissions

CWS admits 180 girls and boys into Year 7, the majority of these on the basis of distance from their home address to the School. Included in this number are any girls and boys for whom CWS is the named school on their Formal Statement of SEN or Education, Health and Care Plan (EHCP). Also, 10% of the Student Admission Number (18 places) will be admitted following a Sporting Aptitude Assessment. CWS will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHCP.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHCP.
- Considering applications from parents of children who have SEN but who do not have an EHCP.
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

## Roles and responsibilities

Responsibility for carrying out this policy and the practices that arise from it is shared by all the staff. Specific responsibility is delegated to the SENCo, working in partnership with Senior Leadership Team, Heads of Year, classroom teachers and Form Tutors. The Local Advisory Board (LAB) for Coombe Wood School has a designated 'Lead Advisor' for SEN and disadvantaged students. This person will support and challenge the School in this specific area.

### Role of the SENCo

- Co-ordinating and managing the Special Educational Needs work throughout the school;
- Ensuring that the SEND Code of Practice: 0 - 25 years is implemented and followed;
- Keeping up-to-date lists of students with special educational needs, reporting to the examinations secretary about students who will need special examination requirements;
- Assessment and identification of students' needs and implementation of SEN policy;
- Attending and contributing to regular review meetings;
- Liaising with Heads of Year and assisting with counselling of students.

**Please see Appendix 1 for a more detailed outline of the responsibilities of the Local Advisory Board who govern the School, The Head of School or Headteacher, SENCo and classroom teachers.**

## Involving students and parents in decision making

Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

## Local offer

CWS will cooperate with the local authority and local partners in the development and review of the local offer. The Local Offer can be accessed through the following link:

<https://www.croydon.gov.uk/education/special-educational-needs>

## Identification and Assessment

To identify students with SEN, Coombe Wood School will:

- Assess each student's current skills and levels of attainment on entry.
- Make regular assessments of all students to ensure that the intervention:
  1. Ensures that the child's progress is similar to that of their peers starting from the same baseline.
  2. Matches or betters the child's previous rate of progress.
  3. Closes the attainment gap between the child and their peers.
  4. Prevents the attainment gap growing wider.

The school will provide SEN Support to students falling behind or making inadequate progress given their age and starting point.

Students who are deemed in need of special educational assessment by teachers will be referred to the SENCo. The SENCo will gather information and evidence to ascertain whether a student has a significant learning difficulty and continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. The SENCo will then share any concerns highlighted with parents/carers before liaising with appropriate agencies to formalise the assessment procedure; Support will then be given and reviewed as appropriate following advice from these agencies.

## SEN Procedures

All students with SEND will be named on the SEN register, including those with emotional, behaviour or medical needs which affect learning. Those students identified as falling behind or making inadequate progress given their age, and those continuing to make inadequate progress, despite high-quality teaching targeted at their areas of weakness will be identified as requiring SEN Support. All students making expected or above expected progress will be placed on the Learning Disabilities or Difficulties (LDD) list for monitoring.

### SEN Support

The interventions can be implemented through SEN support where a student:

- Continues to make little or no progress in specific areas over a long period when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty which results in poor attainment in a range of curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school and requires further, specialist intervention.
- Has sensory or physical problems, and continues to make little or no progress, requiring internal or external support services.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Students receiving SEN Support will have 3 IEP reviews per year and continual support from the SENCo in the form of lesson observations, contact with parents, access arrangements provision (where appropriate), liaising with external support agencies and responding to emerging needs. In addition, SEN Support students will receive support from their form tutor, class teacher, Head of Year and Head of Key Stage where appropriate as well as support from the careers guidance service within the school.

### Learning Disabilities and Difficulties (LDD)

The interventions can be implemented through the LDD list where a student is making good progress although:

- Is formally diagnosed with a SEN
- Raises concerns regarding potential SEN
- Presents with emotional or behavioural difficulties which require specific differentiation within lessons and around the school e.g. seating arrangements
- Has sensory or physical problems, including medical conditions which can affect learning
- Has communication and / or interaction difficulties

Students on the LDD list will be monitored within lessons and receive a yearly review of provision. Students will receive support from their form tutor, class teacher, Head of Year and Head of Key Stage where appropriate as well as individual feedback in the reporting cycle, at Parents' Evenings and within careers interviews. Parents will be informed of any new concerns regarding SEN status and progress and will be involved in the yearly review process.

## Complaints Procedures

Should you have any concerns regarding the support being provided for your son/daughter please contact the SENCo.

If you need to make a complaint and don't wish to discuss this with the SENCo you should speak to the School's Senior Leadership Team. For further complaints please address this to the School's Headteacher and Lead Advisor for SEN and Disadvantaged students using Folio Education Trusts Complaints Policy.

## Appendix I – **Role and Responsibilities**

### **The Local Advisory Board for Coombe Wood School has a responsibility to:**

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCo) as having responsibility for co-ordinating provision for students with SEN.
- Appoint a designated teacher for 'Looked After' children (LAC) where appropriate – this is the HT at Coombe Wood School.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for students with disabilities.
- Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist students with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a student with SEN, in line with their EHCP.

### **The Headteacher has a responsibility to:**

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the student's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered.

### **The SEN Coordinator (SENCo) must:**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the Local Advisory Board, Lead Advisor for SEN and Disadvantaged students and Headteacher, as part of the School Senior Leadership Team, to determine the strategic development of SEN policy and provision in the school.
- Work with the Lead Advisor for SEN and Disadvantaged students and the Headteacher to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHCPs.
- Liaise with the relevant designated teacher where a looked after student has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the School's delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of students with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the student and their parents are informed about options and a smooth transition is planned.
- Draw up an IEP of the child or young person needing SEN Support.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that students with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all students with SEN up-to-date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHCP.

### **Class / subject teachers must:**

- Plan and review support for their students with SEN, on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

## Appendix II - **SEN and Disability Tribunal**

- CWS will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## Appendix III - **Education, Health and Care (EHC) plans**

- CWS will meet its duty to respond to the local authority within 15 days, if it is named on a student's EHCP.
- The School will admit any child that names the school in an EHCP.
- The School will ensure that all those teaching or working with a child named in an EHCP, are aware of the student's needs and that arrangements are in place in to meet them.
- The School will request a re-assessment of an EHCP at least 6 months following an initial assessment, if a student's need significantly change.

## **Reviewing an EHCP**

CWS will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 1 week of the meeting.
- Ensure that a review of a student's EHCP is undertaken at least 3 months before transfer to another phase of education.

## Appendix IV - **Data and record keeping**

### **Confidentiality**

CWS will not disclose any EHCP without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

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- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.