

Sydenham School

SEND Policy

Updated Sept 2016



Headteacher: Gloria Lowe

Key SEND Personnel:

Academic year	Designated Senior Lead	Deputy Safeguarding Lead	SENCO	SEND Governor	Chair of Governors
2016/17	Erika Podmore	Sid Robinson	Lucy Spencer	Lisa Longhurst	Charlotte Jones
Contact Tel	020 8699-7532 Ext 424	020-8699 7532 Ext 462	020-8699 7532 Ext 478		

Sydenham School
SEND Policy
Issued on 1st September 2016

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators Schedule
1 regulation 51– Information to be included in the SEND information report
Schedule 2 regulation 53 – Information to be published by a local authority in
its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: behaviour policy, homework policy and safeguarding policy.

Definition of SEND

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. *SEND Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-

term and substantial adverse effect on their ability to carry out normal day-to-day activities' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

As an inclusive school, at Sydenham we make provision for every kind of frequently occurring Special Educational Need and Disability with or without a statement of Special Educational needs/Education, Health and Care Plan, for instance Dyslexia, Dyspraxia, speech and language needs, Autist Spectrum Disorder, Medical Needs and Social Emotional and Mental Health Difficulties. There are other kinds of Special Educational Need and Disability which do not occur as frequently and with which the school is less familiar, but we would always provide training and advice so that these kinds of needs may be met.

The school also endeavours to meet the needs of students with a Statement of Special Educational needs/Education, Health and Care Plan.

Decisions on the admission of students with a Statement of Special Educational need/Education or Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEND

At Sydenham School we monitor the progress of students four times a year to review their academic progress. We adopt a graduated response to supporting students with SEND. Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the student/s to catch up. This is delivered via 'Quality First Teaching' in the first instance. Termly, the Subject Leader will discuss the progress of students who are not achieving their targets and interventions will be put into place and monitored. These interventions can include differentiated work, Specialist Reading Support, Mentoring a, Study support, Homework and study clubs and revision skills sessions.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness and personalised intervention. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Sydenham School we also have access to a range of external

advisors such as an Educational Psychologist, CAMHS professionals and a Specialist ASD Teacher. In addition we have an in-house Speech and Language Therapist who also practices within two of our feeder Primary Schools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make improved progress. These will be shared with parents, included in the SEND profile and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the student having a Special Educational Need because the school is making Special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the student as having a special educational needs and she will be identified on the SEND register as receiving 'School Support'. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is made parents and teachers will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This is done using a variety of training and access to student SEND profiles. These SEND Profiles identify needs and strategies to support staff for individual students.

The impact of the support provided in Inclusion, is rigorously evaluated in conjunction with the Whole School Track Data to measure the effectiveness of each intervention. Swift adjustments are made to address individual SEND students.

3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

The progress of SEND students is monitored through the quarterly tracking data and the SEND profile and provision for individual students and is revised if necessary.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For students with a statement of special educational needs/Education, Health and Care Plan from 2015 there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked four times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. It will therefore be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made, the SEND provision will be reviewed and adjusted as will the SEND Profile.

3c the school's graduated approach to teaching students with special educational needs High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies, through CPD and detailed advice to identify and support vulnerable students and their knowledge of the SEND most frequently encountered *SEND Code of Practice (2014, 6.37)*

3d how the school adapts the curriculum and learning environment for students with special educational needs

At Sydenham School we follow current advice from experts on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

3e additional support for learning that is available to students with special educational needs

As part of our budget we receive identified SEND funding. This funding, in conjunction with the wider school budget, is used to ensure good teaching in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case and will be recorded on the provision map.

3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Sydenham School are available to students with special educational needs either with or without a statement of special educational needs/Education, Health and Care Plan. Where it is necessary, the school will use the resources available, to provide additional adult support to enable the safe participation of the student in the activity

3g support that is available for improving the emotional and social development of students with special educational needs

At Sydenham School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance PSE and tutor time and indirectly with every conversation/interaction adults have with students throughout the day.

For some students with the most need for support in this area, we also provide the following: , KS3 and KS4 mentoring, Social Emotional and Behavioural support through targeted interventions, breakfast and lunch clubs.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

4 The name and contact details of the SEND Co-ordinator

The SENCO at Sydenham School is Ms Lucy Spencer, who is a qualified teacher and has been accredited with the National Award for SEND Co-ordination from The Institute of Education, London.

Lucy Spencer is available on 020 8 699 6731 ext 478

5 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Local Authority.

6. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Sydenham School are invited to discuss the progress of their child at the appropriate parents' evenings throughout the year and receive a progress report four times per year. In addition we are happy to arrange meetings outside of these times.

If following any additional SEND provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to better address these needs. From this point onwards the student will be identified as needing 'School Support' because Special Educational Provision is being given to support her learning.

In addition to this, parents of students with a statement of SEND/Education, Health and Care Plan will be invited to contribute to and attend an Annual Review meeting, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified as needing 'School Support', the student will be consulted about and involved in the arrangements made for them. Student voice is also taken into account when evaluating the provision. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Sydenham School are used for complaints about provision made for Special Educational Needs and Disabilities. We

encourage parents to discuss their concerns with the SENCO or Inclusion Plus Leader to resolve the issue before making a formal complaint to the Chair of Governors.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND or an EHCP, where there is a statutory right for parents to appeal against a decision by the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service for 3 days per term
- Link to Disabled Children's Service for support to families for some students with high needs
- Access to local authority's service level agreement with Drumbeat Special ASD School Outreach and the SpLd team (Dyslexia support).
- Ability to make ad hoc requests for advice from the local authority SEND department
- Access to assessment and support from an in-house Speech and Language Therapist (1 day per week).

11 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The SENCO, Inclusion Team and the Pastoral Team liaise closely with the staff within the Primary Schools to ensure that appropriate provision for students is in place when students arrive into KS3. This is to ensure they experience a smooth and seamless transition into Secondary School.

In the lead up to the transition to KS4 in year 8, the SENCO ensures that all students with SEND and parents are supported in their choices of courses. For some students, a Support Option pathway is available providing additional support in EAL, Speech and Language,

Maths, Literacy/Language and Science. These interventions are monitored regularly to ensure that they are impacting positively on their overall learning.

At KS4 the SENCO and the Inclusion Team work closely with students and families to ensure they are informed on the local Post 16 provisions available to them. The SENCO arranges visits for SEND students and parents so that they are able to familiarise themselves with courses on offer.

The SENCO ensures that all key information is passed onto the students Post 16 destinations, organizing transition meetings with key staff, if necessary.

12 Information on where the local authority's local offer is published.

The Local Authority's local offer is published on their website, Lewisham.gov.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.