

The Sandon School



LEARNING SUPPORT POLICY

Last Adoption Date: April 2020

Next Review Date: Autumn 2020

School Ethos: Achievement for Every Learner

1. Introduction

The Sandon School (the School) is inclusive and believes in equality of opportunity and considers issues of diversity so that every student, so far as possible, realises their full potential. This Policy is to be read in conjunction with our Policies on Behaviour, Curriculum, Admissions and Medical matters. The School will comply with all statutory requirements.

The School believes that every learner has an entitlement to be offered full access to a broad, balanced and relevant curriculum. The School works in partnership with our students and their parents/carers who should play an active and valued role in their child's education. It also respects the general views of students principally, though not solely, via its School Council.

Children and young adult students who have a Special Educational Need or Disability (SEND) are those who have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or a young adult student has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

The majority of children and young adult students with SEND will have their needs met through mainstream provision. In addition, special provision is made for students with an Educational Health Care Plan (EHCP). They come under four broad categories:

- Communication and Interaction
- Cognition and Learning difficulties
- Social, Emotional and Mental Health
- Sensory and/or physical need.

While many factors may not be specific SEND, the School recognises that they may impact on progress and attainment thus will consider the needs of the whole student and seek to meet those needs, with external expertise where appropriate. Those factors may include:

- Protection under equality law
- Attendance and punctuality
- Health, safety and wellbeing
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Where a student has SEND they will be entered on the SEND Register until their SEND is no longer applicable. Where there is no SEND but factors which may

impede progress and attainment, students will be identified through the School's normal systems and procedures.

There is a whole School approach to SEND with all staff working together. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

2 Responsibilities

The Governing Board is responsible for this Policy and will appoint a Governor with oversight of SEND and they will keep the Governing Board informed of the School's compliance with this Policy and legislation. They will also have regular meetings with the SENCO and the deputies and monitor the implementation of this Policy.

Special Educational Needs Coordinator (SENCO)

Mrs Beavis, Deputy Headteacher – telephone 01245 241123

Supported by:

SEND Governor – Claire Jefferies

Deputy SENCOs – Gill Cook and Amanda Procter

Designated Safeguarding Lead – Jacqueline Beavis until 20 April 2020 then Anwar Mismar from 20 April 2020

Designated Children in Care Lead - Juliet Frewin

Designated Lead for Child Sexual Exploitation, Gangs and PREVENT - Sam Taylor

Member of staff responsible for managing Pupil Premium Grant – Jacqueline Beavis

Member of staff responsible for managing the School's responsibility for meeting the medical needs of students – Karen Bayley

3 Arrangements for consulting and involving parents of students with SEND

- Meetings to agree transition arrangements KS2 into KS3.
- Statutory meetings and reviews
- Interim and annual reports
- Parents' consultation evenings
- By appointment with the SENCO, Deputy SENCO, Key Worker, Head of Lower/Middle Upper School or Head of Year as appropriate
- Parents and prospective parents must advise the School immediately together with supporting evidence such as a diagnosis or a professional's report if they are aware their child has a condition or problem that requires learning support

4 Arrangements for consulting and involving students with SEND

Students are involved in the decision making process. They need to understand and be involved with the planning of their learning with the aim of positive intervention removing the barriers to learning. In addition to the opportunities outlined above, students may have a Peer Supporter or access to the Young Persons' Advocate, the School Nurse and Directions Careers Education, Information, Advice and Guidance.

5 Arrangements for assessing and reviewing progress of students with SEND

All students are assessed on entry to the School, building on information from previous settings and key stages where appropriate. All students are screened in the academic year prior to external examinations in order to ensure access arrangements are accounted for.

In addition to the School cycle of tracking the progress of every learner at each reporting point throughout the year, students on intervention programmes are assessed at key points within those programmes and adjustments to intervention(s) are made as necessary.

Assessment points will vary according to the intervention and the individual student. All relevant parties, such as the student, parents, form tutor, subject teacher, intervention co-ordinator, Key Worker, Head of Year, Head of Upper/Middle/Lower School, SENCO, external professional, will be engaged in the relevant review process.

6 Arrangements for supporting students transferring between stages of education and preparing for adulthood

The School seeks to support students at all stages of transition and preparation for life as an adult. This could include: the School's PSHE programme; alternative curriculum provision; personalised programmes; Directions Careers Education, Information, Advice and Guidance (Year 9 and Year 11); Travel Training; professionals meetings.

7 Adaptions, adjustments and expertise

SEND provision is additional to and different from that which would normally be provided for students of the same age in the School. This provision may include training for staff; support from a local authority specialist teacher, access to a specialised learning programme, specialised equipment or materials to assist us to make appropriate adaptations or adjustments and thus enable all students to have appropriate access to facilities and experiences. All staff will undertake training to achieve the necessary competence specific to their SEND responsibilities.

Notional SEND funding comes directly from the Education and Skills Funding Agency as part of our budget allocation. The amount allocated is a proportion of various factors in our School's allocation such as the number of students in different key stages, deprivation index and free school meals. Additional funding is also allocated from Essex County Council for high needs students with EHCPs.

8 Evaluating the effectiveness of the provision for students with SEND

In addition to the School cycle of tracking the progress of every learner at each reporting point throughout the year, students on intervention programmes are assessed at key points within those programmes and adjustments to intervention(s) are made as necessary.

9 Support for improving emotional and social development

There are a range of strategies and interventions specific to individual needs to support students' emotional and social development, including countering bullying and, most notably, the School's peer support programme.

10 How the School involves Health and Social Care bodies, Local Authority support services and other bodies

The SENCO has responsibility for the pastoral care and welfare of all students and oversees liaison with all external professionals and volunteers. The School works with the Local Authority towards an Inclusive Education System.

11 Arrangements for handling complaints

Please see our Complaints Policy which is available via our school reception or website.

12 Accessing the Local Offer

Essex County Council will publish their provision on their website www.essex.gov.uk.

13 Children in Care

All of the above arrangements can apply to students who are Looked After by the Local Authority. Clarification regarding any of the above information can be sought by contacting the SENCO.

14 Conclusion

Staff, students and parents have been consulted on this Policy and it will be well publicised. It will be reviewed at least every year. It was adopted under Chair's Powers on 9 April 2020 and will be ratified formally by the Governing Board at their next meeting.