

The Sandon School



School Offer

School Ethos: Achievement for Every Learner

The Sandon School believes in equality of opportunity and considers issues of diversity so that every student, so far as possible, realises their full potential.

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 parents/carers who play an active and valued role in their child's education. It also respects the views of students principally, though not solely, via its School Council.

Children and young people 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 person 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 people with Special Educational Needs and Disabilities will have their needs met through mainstream education providers.

The arrangements for consulting parents of young people 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, Director of Key Stage or Head of Year as appropriate.

The arrangements for consulting with young people with SEND about, and involving them in, their education.

In addition to the opportunities outlined above, students may have a Peer Supporter or access to the Young Persons Advocate, the School Nurse, Directions Advisor, and Transition Pathways Advisor, to ensure their voice is heard.

Special Educational Needs Co-ordinator

Mrs Beavis, Deputy Headteacher – telephone 01245 241123.

Complaints Procedure

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

Accessing the Local Offer

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

Identification, Assessment and Provision for young people with SEND

The overall responsibility for SEND provision is with the local authority which is responsible for formally assessing students. Parents, and the school, can request assessment.

The School aims to:

- Identify, assess and provide for a student's individual needs from the earliest possible stage;
- Plan an effective curriculum to meet the needs of students;
- Work in close partnership with and involve parents/carers;
- Ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them;
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for students.

Students in Year 7 are assessed for cognitive abilities, ~~preferred learning styles~~, reading, comprehension and spelling at the beginning of the Autumn Term. These assessments apply also to mid-term admissions. Results of these assessments are shared with all teachers in the form of their class's learner profiles. Years 8 – 10 are also assessed each year to monitor reading and comprehension levels.

Intervention programmes, which can include intensive reading recovery, spelling workshop; 1:1 or small group work can be deployed where assessment scores indicate it would be beneficial. Programmes' outcomes are routinely analysed and programmes reviewed accordingly.

~~Students with an Education, Health and Care Plan (EHCP) come under four broad categories:~~

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

Special Education Provision

Special Education Provision for supporting students ~~under the four categories above~~ is set out in their ECHP.

Expertise and training of staff and how specialist expertise will be secured

Special Educational 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 support from a local authority specialist teacher, access to a specialised learning programme, specialised equipment or materials.

Evaluations of progress of young people 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.

How equipment and facilities to support young people with SEN will be secured

Please see our Access Plan which is available on our website or via Reception.

How the Governing ~~Body Board~~ involves Health and Social Care bodies, Local Authority support services and other bodies in meeting the needs of young people with SEND

- The SENCO gives regular reports to the governors
- The Governor with specific responsibility for young people with SEND routinely meets with the SENCO and the key managers of the Learning Support Team.
- The Governing ~~Body Board~~ demonstrates good financial management, ensuring buildings and resources are fit for purpose and as inclusive as practicable.

Contact details of support services for parents of young people with SEND

In addition to support services promoted on the Essex County Council website, support services can be signposted by the SENCO, Deputy SENCO, Keyworker, ~~Director of Key Stage~~Head of School or Head of Year.

School Arrangements for supporting students transferring between stages of education and preparing for independent living.

The school seeks to support students at all stages of transition and preparation for life as an adult. This could include: School's PSHE ~~p~~Programme; ~~alternative KS4 c~~Curriculum provision; ~~p~~Personalised KS4 ~~p~~Programmes; support from the TtTransition ~~P~~pathways ~~S~~service (Year 9 and Year 11); ~~t~~Travel training; ~~p~~Personalised work experience; ~~Professionals~~professionals meetings.