



## **SEND Policy**

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<b>Person Responsible:</b>	S Brazier; SENCO
<b>Date Adopted:</b>	September 2017
<b>Date of last Review:</b>	September 2021
<b>Date of next review:</b>	September 2022

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### **Chertsey High School Mission Statement**

Our mission is to provide an outstanding Christian education for all the children in our school. We will strive for excellence in all areas of our work and cherish every child in our care.

### **Introduction**

At Chertsey High School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. Not all students with disabilities have Special Educational Needs, and not all students with SEN meet the definition of Disability but this policy covers all of these students (as a group SEND).

1. 'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
2. 'Students with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'. SEN Code of Practice 2014

### **Every Child Matters Agenda**

'We want every child to fulfil their potential, regardless of their background or circumstances' and to achieve this we will:

- Help students achieve the highest educational standard they possibly can;
- Deal with bullying and discrimination and keep students safe;
- Ensure attendance, encourage students to behave responsibly and give them a strong voice in the life of the school;
- Engage and help parents in actively supporting their children's learning and development.

### **Aims and objectives**

#### **Our aims are:**

- To recognise the unique value and individuality of every child in our schools;
- To provide personalised learning routes, coaching, mentoring and support for everyone;
- To develop the highest quality learning experiences possible for all our students;
- To ensure our students feel safe in their learning environment;
- To model high expectations.

#### **Our objectives are:**

- To identify students with Special Educational Needs and Disabilities and ensure that their needs are met;
- To ensure that students with Special Educational Needs and Disabilities are included in all the activities within our schools;
- To ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and the school;



- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate towards all students with SEND;
- To ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision;
- To ensure SEND is an integral part of the School's Improvement Plan;
- To ensure the quality of SEND provision is continually monitored;
- To ensure that all SEND students have access to a full, broad, balanced and relevant curriculum;
- To ensure that social needs of SEND students are met;
- To ensure that the needs of those students with SEND are met by successful partnerships with other relevant professionals.

### **People involved:**

- SENCO – Sonya Brazier
- Leadership Team
- Learning Support Team
- All staff

The named SEND Co-ordinator (SENCO) works closely with the Link Governor for SEND.

The Local Governing Committee as a whole are responsible for making provision for students with SEND. The individual school website will have information regarding names and roles of their SENCO and the Link Governor for SEND.

Our Schools hold a document naming students that meet SEND criteria. Our SEND document is available to all staff electronically, to enable them to appreciate and meet the needs of our students.

### **Scope of provision**

#### **Framework:**

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 2004.

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

- SEND Code of Practice 0-25 (2014);
- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education;
- Working together to Safeguard Children.

#### **Definition:**

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/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

### **Areas of Special Educational Need:**

There are four areas of Special Educational Need and Disability that our Schools make provision to support:

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

### **English as an Additional Language:**

The law says that 'children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.' SEN guide for parents, DfES 2014 Identification and Assessment

Our Schools are committed to early identification of SEND and have an embedded graduated response to meeting SEND in line with the Code of Practice 2014.

Evidence is gathered regarding the 'student of concern' from all parties. This includes, teachers, teaching assistant and parents. This takes many forms including our assessment and monitoring data, social, emotional and wellbeing information and parent/student wishes.

Once a special educational need is identified, four types of action are taken to put effective support in place:-

1. Assess
2. Plan
3. Do
4. Review

Students are placed on the Schools' register of SEND if the learner is not making expected progress, when concern is raised by analysis of assessment data, or parent/teacher raises 'cause for concern'. An individual assessment will be undertaken to substantiate concerns.

1. On entry to the School, baseline assessments are undertaken for all students.
2. Based on our observation and data collected, students may be placed on a 'students to be aware of' list.
3. Those already identified as SEND will be reviewed regularly.
4. Those with a Statement of Educational Needs or Education and Healthcare Plan (EHCP) will be reviewed annually via formal review.

### **Partnership with our Parents**

We strive to work in partnership with all parents and especially with those whose children have Special Educational Needs. Their knowledge, views and experience are taken into account when considering the provision for the students. Parents have an important role in supporting their child at home. Regular contact is maintained.

### **Provision**

The SENCO ensures that, when necessary, bespoke interventions are delivered to students with SEND. The SENCO is assisted by knowledgeable and skillful Teaching Assistants.



All staff have a responsibility for SEND. Staff are responsible for tracking progress - in whatever form that may take, be it academically or socially - and for sharing information with the SENCO. All staff have access to discuss concerns or progression with the SENCO. The SENCO provides time for 'Teacher meets' to support staff with SEND students. Professional development and training will be provided to all staff.

The professional working relationships between Teaching Assistant and teacher ensures the effective support of individual students with classes and, on occasions, in small groups.

Our Teaching Assistants have regular updates, weekly SEND department meetings, and INSET relevant to the needs of those supported.

The SENCO attends regular meetings with the Headteacher to discuss SEND and future needs. These students form part of a 'students to be aware of' list for early intervention (formerly described as 'School Action').

In addition, in line with the 2014 Code of Practice, the school supports students through Education and Health Care Plans (EHCPs, which have replaced 'Statements') and 'Additional Support' (formerly 'School Action Plus'). EHCPs, Additional Support and the 'students to be aware of' list constitute Special Educational Needs Support (SENS).

Having a diagnosis of a learning difficulty does not automatically mean that a child will require an Education, Health and Care Plan.

Our Schools will provide provision within the 'Wave' criteria (see Appendix 1) as follows:

- Wave 1: Quality First teaching and learning that matches the needs of all students
- Wave 2: Where necessary, small-group intervention (e.g. Additional Literacy/Maths Support and Further Literacy/Maths Support programmes) provides support for students who can be expected to 'catch up' with their peers because of the intervention. This form of intervention is often short term, usually six weeks.
- Wave 3: Specific targeted intervention for individual children identified as requiring SEND support. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two.

Students receiving Wave Three support will always be placed on Additional Support or Education and Health Care Plans (EHCP). Those who receive the support from an external agency, where another professional is involved in assessment, planning and review, will also be placed at SENS. This may be long term.



## **Transition**

### **Primary/Nursery Liaison**

Our schools should receive primary/nursery SEND records within 15 days. The SENCO will liaise with relevant school/nursery personnel in preparation for entry to the school and to identify any SEND.

Our Schools have good links with Primary/Nursery School partners. The SENCO will attend the annual review of students who are intending to transfer to the School.

In July the SENCO will hold transition meetings/programme with schools and parents of students that may find moving to secondary/primary school difficult and those that are currently on the SEND register.

### **Key stage 5 Liaison**

SEND students are encouraged to visit post-16 educational venues. On occasions, the school will make introductions and assist in completion of relevant paperwork to support students gain entry to their chosen college. Transition packages can be supported by our Schools.

### **Dealing with complaints**

If a parent wishes to complain about provision or policy, they should in the first instance raise it with the SENCO, who will endeavour to resolve the situation.

If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint using the School's Complaint procedure.

All policies are available on the School website.

Parents/Carers and young people can find further information about Special Needs and Disabilities from the SEND Information Report on the school website.



## Appendix 1

Chertsey High School's 'Wave' criteria

### Wave 1

Quality first teaching and learning by differentiation that matches the needs of all students.

### Wave 2

Small-group intervention (e.g. Additional Literacy/Maths Support and Further Literacy/Maths Support programmes) provides support for students who can be expected to 'catch up' with their peers because of the intervention. This form of intervention is often short term, usually six weeks.

### Wave 3

Specific targeted intervention. Students at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist support. It may involve individual support and involve specialist teaching using structure, cumulative and multi-sensory teaching methods. It aims to rebuild foundations, reduce gaps in attainment, and facilitate greater access to Waves One or Two.