SEND POLICY 2021/2022

Ecclesfield SCHOOL

Shared with the Governing Body on 15 December 2021

Signed:
(Headteacher)

Signed:
(Chair of committee)

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SEND Policy

SECTION 1:

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (2013)
- SEN Code of Practice 0-25 (January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teaching and Learning Policy
- Health and Safety Policy
- Managing Health Needs of Children and Managing Medicines Policy
- Teachers Standards (2012)
- School support for children and young people who are bullied, DfE (March 2014, updated October 2014)

Contact details

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SECTION 2:

Aims and Values

At Ecclesfield School, we aim to **safeguard**, **include** and **support** all our students.

We want to raise the aspirations of and expectations for all students with SEND and so we take an outcome-focused approach to our students rather than focusing on the number of hours of provision or support. We want to enable our students to be the best that they can be through identifying and removing their individual barriers to success, whilst developing their independence and ensuring that they are included in all aspects of school life.

We are committed to welcoming all students and will make the adjustments when necessary and where possible to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.

We believe that '*there is nothing more unequal than the equal treatment of unequal people'* (Thomas Jefferson), and that some students may need to be treated differently in order to succeed. The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.

We recognise that every teacher is a teacher of every child or young person including those with SEND and each teacher is responsible for the progress of all of their students, including those with SEND. Where a student is identified as having SEND, the teacher should take action to remove barriers to learning and put effective special educational provision in place. High quality, responsive teaching (with appropriate scaffolding) is the first step in responding to the needs of a student.

Objectives

1. To identify and provide for students who have SEND and additional needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To operate a 'whole student, whole school' approach to the management and provision of support for SEND.
4. To provide support and advice for all staff working with students with SEND, recognising that the progress of all students, including those with SEND, is a whole school responsibility.

SECTION 3:

Identifying SEND

Early identification of students with SEND is critical to their success. The Code of Practice (2014) outlines four broad areas which cover a range of needs which should be planned for. The purpose of identification of need is to work out what action the School needs to take, not to fit the student in to a category. We identify the needs of students by considering the needs of the whole child. Often, when students join Ecclesfield School, we are already aware of the student's SEND through transition arrangements (See SEND Handbook) which are in place between the School and the Primaries and through links with a range of agencies and other professionals. When at school, students may be identified through:

- KS2 SATs results

- Reading tests
- CATS testing
- Referral by the child
- Referral by parents / carers
- Referral by teacher/curriculum area following school procedures (See SEND Handbook)
- Referral by outside agencies
- Referral by Progress Leaders
- Failure to make the expected progress despite high quality teaching which is responsive and personalised to meet the needs of the student.

The Code of Practice makes it clear that teachers should seek to identify students who are making less than expected progress given their age and individual circumstances. When a student has SEND and is not making expected progress despite high quality, suitably responsive teaching (with appropriate scaffolding), the Code suggests that teachers should draw on:

- Teacher assessment and knowledge
- Data on progress and behaviour, e.g. whether the rate of progress is widening the attainment gap or failing to match or better the student's previous rate of progress
- Development in comparison to peers, e.g. the rate of progress is failing to close the attainment gap between the student and his/ her peers or making progress which is significantly slower than that of their peers starting from the same baseline
- The student's views
- The views and experience of parents
- Advice from the SEND team and external support services.

Sometimes, more specialist assessments are needed and these can be co-ordinated by the SEND team.

When considering why some students may not be making expected levels of progress, consideration is also given to factors which are not SEND but may impact on progress and attainment, e.g. attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child, being a child of a serviceman/woman, disability (although the Code of Practice outlines the 'reasonable adjustment' duty under the Disability Equality legislation, this alone does not constitute SEND).

SECTION 4:

A Graduated Approach to SEND Support

Quality First Teaching

Personalised teaching and learning involves providing every student with opportunities to: make progress in their learning; to achieve; and to participate, within the same learning environment.

High quality teaching which is differentiated to support the needs of individual students is our first and most important step in responding to students who may or may not have SEN. Outstanding teaching that enhances students' opportunities to make significant steps in their learning and progress is likely to facilitate outstanding learning and progress for all students. Additional support and intervention cannot compensate for a lack of good quality planning and teaching and so time and resources have been

invested in the professional learning of teaching staff, to maintain this as a school priority. The teacher remains accountable for the learning and progress being made by all students in their classroom.

The School's Quality Assurance procedures include regular reviews of the quality of teaching and learning. This is achieved through lesson observations, performance development, learning walks with a particular focus, Every Lesson, work scrutiny, RAP meetings and department reviews. This is supported by a central focus on SEND in our calendar of CPD and the sharing of information and strategies to enable teachers to support students with SEND, for example, through use of MINT.

Teachers remain responsible for the progress of all students in their class, including where they may access additional support from learning support assistants. Learning support assistants should be guided by the teacher to work alongside students within the class, either those who may have SEND or other students, in order to provide an opportunity for the teacher to talk to students with SEND. All staff have been provided with additional guidance on ways in which to deploy an LSA in the classroom (through the SEND Teacher Handbook) and LSAs have had specific training around providing in-class support. This is quality assured through the school's QA procedures

For further guidance on the key principles and expectations for Teaching and Learning at Ecclesfield School, please refer to our website under the curriculum tab, followed by teaching & learning.

Assess – Plan – Do – Review

The School follows a graduated approach to SEND support. This includes collecting all the necessary information about the student's progress and steps which the teacher has already put in place to support the learning. We follow a staged referral and information gathering process which starts with a single point of entry, via a specific email address which all staff are aware of – this way we can ensure that all referrals are logged/actioned appropriately. Further information is then sought from other subject teachers and if necessary, more specialised assessments are used (see SEND Handbook for all referral documents). For higher levels of need, this may (also) include assessments from external agencies and professionals. This then allows the SEND team, together with the students' teachers and other relevant members of staff, to plan appropriate high quality, differentiated teaching and targeted provision. The SEND team, the teaching and learning team, as well as and the teacher coaching team play a key role in supporting teachers in adapting their teaching to ensure students with SEND make progress. Also, for each student with SEND, we provide a profile accessible on MINT, equipping teachers with the knowledge of the student's needs as well as strategies which work most effectively for that individual student. These profiles are regularly reviewed and are available through MINT software so that teachers always have the most up to date profile available to them.

Parents and students are involved in and updated through whole school systems, including consultation evenings, through written reports on progress, using questionnaires e.g. ISQs, Parents' Evenings, student voice activities, one-to-one meetings, SENDCO Surgeries, by operating an open door policy, and for the new academic year, post COVID restrictions, through the Ecclesfield SEN Cluster Groups. These Cluster Group meetings will focus on a particular area of need and allow parents to review their child's needs, share strategies, talk about their experiences, the needs of and the outcomes they want for their child, and get some top tips from relevant organisations or agencies where possible.

As part of the planning stage, parents and students are consulted and the student profile is used as a discussion template. The profiles include information about the student, their needs and strategies which he/ she can use to help themselves and be helped by teaching staff.

Students are identified as SEND if they do not make adequate progress once they have had all the necessary adjustments and good quality personalised teaching. At this point only, when additional school support is put in place, i.e. targeted provision (which is additional to and different from that which is in place for the majority of students), is the student placed on the SEND register.

SECTION 5:

Managing Students' Needs on the SEN Register

Students who are on the SEN register fall under a single category of support - SEND Support. Each student on the register has a profile which details his/ her needs and practical strategies to support their needs in lessons to ensure they make progress. The progress of all students is reviewed on a termly basis unless they are participating in more targeted provision in which case their progress is tracked more frequently. Students' progress in relation to the outcomes of the provision is monitored. Interventions are reviewed and adapted accordingly. Sometimes, when more specialist provision is needed, we engage with specialist services such as the LA Educational Psychology service, Speech and Language, MAST, etc. Parents and students are involved in the decision to seek more specialist advice and services.

SECTION 6:

Criteria for entering and exiting the SEN Register

The SEN register and the students requiring SEND Support is reviewed on a termly basis following whole school data cycles. If a student is making progress in line with or above their peers with high quality teaching alone and is no longer requiring the need for special educational provision to be made for them that is additional to or different from that made for others of the same age, they will exit the SEND register and parents will be informed.

For how a student is placed on the SEND register, please see the SEND Handbook.

SECTION 7:

Supporting Students and Families

Parents and students can access the following information:

- Sheffield Local Authority's Local Offer can be found here - http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page.
- Ecclesfield School's Information Report can be found on the school website, here - http://ecclesfield-school.com/parents/support-for-learning/, or on the Local Offer website (above).
- Ecclesfield School follows the Sheffield Local Authority Admissions Policy. Details on secondary school admissions in Sheffield can be found here - https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/secondary-school.html.
- Ecclesfield School's policy on managing the medical conditions of students can be found on the school website - http://ecclesfield-school.com/policies/.
- Other agencies which we work with are listed below:

Other Agency	Office Number	Address
Sheffield Autism Team	0114 2736412	Sheffield Autism Team, Floor 4, North Wing, Moorfoot Building, Sheffield, S1 4PL
CAMHS	0114 2262022	CAMHs Child and Adolescent Mental Health Service, Centenary House, 55 Albert Terrace Road, Sheffield, S6 3BR
Educational Psychology Service	0114 2506800	Sheffield Educational Psychology Service, Floor 4, North Wing, Moorfoot, Sheffield, S1 4PL
Sheffield SEN Disability Information, Advice and Support (SSENDIAS)	0114 2736009	Floor 6, North Wing, Moorfoot Building, Sheffield, S1 4PL
Ryegate Children's Centre	0114 2717651 / 0114 2717610	Ryegate Children's Centre, Tapton Crescent Road, Sheffield S10 5DD
Speech & Language Therapy	0114 2262333	Sheffield Childrens NHS Foundation Trust, Flockton House, 18-20 Union Road, Sheffield, S11 9EF
MAST (Multi Agency Support Team)	0114 2331189	MAST Agency Support team, Floor 3, Sorby House, 42 Spital Hill, Sheffield. S4 7LG
Fusion- Learning Support Team	0114 2507394	Talbot Specialist School, lees Hall Rd, Sheffield. S8 9JP
Physiotherapy	0114 2717651	Community Occupational Therapy Department Ryegate Children's Centre, Tapton Crescent Road, Sheffield, S10 5DD
Police	0114 2202020	321 The Common, Sheffield, South Yorkshire. S35 9WL
Social Services	0114 2039591	Mease House, 96-100 Middlewood Rd, Sheffield. S64HA
School Nurse	0114 3053225	Centenary House, Heritage Park, 55 Albert Terrace Rd, Sheffield. S6 3BR
Community Youth Teams	0800 138 8381	Community Youth Team, Floor 3, Sorby House, 42 Spital Hill, Sheffield. S4 7LG
Sheffield SEN Disability Information, Advice & Support (Parent Partnership)	0114 2736009	Moorfoot Building, Floor 6 North Wing, Sheffield, S1 4PL
Special Educational Needs team (LA)	0114 2037545	Moorfoot Building, Floor 5 North Wing, Sheffield S1 4PL

Exam Access Arrangements

Students requiring additional support are assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:
- Extra time
- Access to a scribe
- Access to a reader
- Access to a laptop.

The Manager of Additional Learning Provision (MALP) conducts these assessments to identify the support a student requires using formal assessments and information regarding a student's "normal way of working." The school ensures that these arrangements happen in all formal exams and where possible during internal tests.

Transition

Year 6-7
Transition for students with identified SEND is facilitated through:
- An enhanced programme of transition including extra visits to Ecclesfield School
- Summer school
- Attendance at Annual Review meetings
- Visits to Primary setting to meet vulnerable students
- Visits to Primary setting to gather information to enable us to better meet student needs
- Meeting with parents
- Student Profiles.

KS3-4

- Support around choosing subjects to study at KS4
- Personalised pathways for students

Post 16
Transition arrangements are also put in place to support the transition from KS4 to Post 16 settings. We believe that this is a crucial phase in the career of Ecclesfield students and identifying suitable Post-16 options and ensuring that knowledge regarding the needs of students with special needs is key to future success. Students with an Education Health and Care Plan and those identified as needing support with the transition process, may receive this through:
- Careers interviews with a Careers Advisor
- Support in completing their college application
- Part of the statutory review process
- Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET).
- Applying for Independent Travel Training where it is deemed appropriate.

SECTION 8:

Supporting Students at School with Medical Conditions

Ecclesfield School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case we comply with our duties under the Equality Act 2010.

Further details of the arrangements in place to support students at school with medical conditions can be found on the school website policy section. This includes the Supporting Pupils with Medical Conditions Minerva Learning Trust Policy.

SECTION 9:

Monitoring and Evaluation of SEND

Monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all students. Monitoring and evaluation arrangements include data analysis, work scrutiny, review meetings, multi-agency meetings, parent and student meetings, learning walks, lesson observations, daily Every Lesson SLT visits, student interviews and student assessments and other QA procedures. Following specific interventions, the intervention lead is required to complete an Intervention Impact Report detailing the students involved, what their needs were, what was implemented and what the impact was, including any next steps.

SECTION 10:

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake training and development as part of their directed time.

Teachers can also access information about all students electronically via the school's management information system (SIMS) and MINT.

The school's SENDCO/Assistant Headteacher and MALP regularly attend the LAs SENDCO network meetings. The Assistant Headteacher is a member of NASEN to keep abreast of local and national updates, has been involved in various LA working groups, was an Area SENDCO for Locality A and has delivered training to other SENDCOs through London Leadership Strategy (e.g. the Driver Youth Trust DfE-funded dyslexia project).They are also the Director of SEND for the Minerva Learning Trust.

SECTION 11:

Roles and Responsibilities

The Headteacher is responsible for managing the medical needs of students.

Ecclesfield School's SEND Governor is Hannah Connors. To contact the SEND Governor, please email the clerk to the Governors, Jo Revill, at jrevill1@eccoschool.com.

In line with the SEND Code of Practice, provision for students with additional needs is the responsibility for the school as a whole. However, certain individuals in school have specific responsibilities which are outlined in the SEND Handbook.

SECTION 12:

Storing and Managing Information

The Minerva Learning Trust data protection policy can be found on our website – this sits under the statutory information section, followed by policies.

SECTION 13:

Reviewing the Policy

The SEND policy is reviewed annually.

SECTION 14:

Accessibility - Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our accessibility plan can be found on the school website – this sits under the statutory information section followed by policies.
- We identify individual barriers for students through meetings with parents and students and professionals at primary schools. We also meet with Occupational Therapists and other professionals, e.g. physiotherapists who come into school with the student and help us produce a personalised plan for what the student would need in order to access the school's physical surroundings and the wider curriculum, e.g. liaising with school transport services, wheelchair, foot rests, back rests, lift access, changes to the school environment, including structural changes to support access to the school. Extra transition visits are organised to support this process. Information is then shared with teachers and support staff through the student profile so that the students' needs are met within the classroom. We provide the training for staff, for example, manual handling, where necessary. If students wish to attend clubs and trips, steps are put in place to enable this, for example, sourcing a mobility bus. On-going outside agency support (for example, from the Occupational Therapist), together with regular reviews with parents, who can contact the Manager of Additional Learning Provision directly, mean that any change in need can be supported quickly and effectively.

SECTION 15:

Dealing with Complaints

If parents wish to make any comments or complaints, they can do so by filling in an online form that is found under the contact tab on our website. The appropriate person can then respond.

Alternatively, if there are any concerns, parents are invited to contact the school as follows:
- Issues to do with students' wellbeing are best resolved by their Pastoral Leader.

- Issues involving students' learning are best resolved by the SENDCO or Manager of Additional Learning Support.

If the issues are not dealt with satisfactorily, parents may contact the Headteacher and then the Board of Governors. Advice on how to do this can be accessed through the school's reception.

SECTION 16:

Bullying

Ecclesfield School's Anti-Bullying Policy can be found on the school website – this its under the statutory information section, followed by policies..

Bullying can affect students' social, mental and emotional health. School staff should support all students who are bullied, which includes being alert to where it may have a severe impact. Some students are particularly vulnerable to bullying, for example students with SEND. Others may be more vulnerable because they are going through a family crisis or are suffering from a health problem. Students in care and those with caring responsibilities may be vulnerable because they are socially isolated.

The nature and level of support will depend on the individual circumstances and the level of need. This can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

While students who are bullied will not be routinely considered as requiring SEND support, we aim to provide support in a proportionate and tailored way to meet individual needs. The SEND Code of Practice considers that developing a graduated response to the varying levels of SEND among students is the best way to offer support, and this can include the needs of bullied children.

SECTION 17:

Safeguarding

Students with SEND are potentially more vulnerable because of bullying, social isolation, because they are less likely to disclose and because adults are more likely to assume that any issues may be linked to SEND (and not safeguarding). There are also additional vulnerabilities for students who have multiple services involved because of potentially inadequate sharing of information. In addition, adults are likely to overestimate a child's ability to stay safe. With this in mind, staff need to be aware of the particular vulnerabilities of SEND students and follow the School Safeguarding Procedures accordingly.