

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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 Co-ordinator: Judith Goodrich

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### Rationale

At Sandwich Technology School, we are committed to offering an inclusive education to ensure the best possible progress for all of our pupils, whatever their needs or abilities, by:

- promoting high standards of education for children with SEND (Special Educational Needs and Disability);
  - identifying and providing for pupils with special educational needs;
  - encouraging children with SEND to participate fully in their school and community and to take part in decisions about their education;
  - providing support and advice for all staff working with special educational needs pupils
  - working with other statutory and voluntary bodies to provide support for children with SEND.
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### Purpose

The aim of this policy is set out to how we assess, monitor and support the needs of pupils with Special Educational Needs and Disabilities at Sandwich Technology School.

This policy reflects the SEND Code of Practice (2015) guidance. The policy was developed in consultation with parents through an SEN forum.

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### Definition of SEND

A child or young person has Special Educational Needs if he/she has 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
  - 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 (2015)*

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability.

Difficulties related solely to learning English as an additional language are not SEN. When identifying and assessing SEN for children and young people whose first language is not English, we would consider carefully whether any delays in learning or development are related to learning English as an additional language or if they arise from SEN or disability.

There are factors which may impact on progress and attainment that are not considered to be SEN on their own:

- disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN);
- attendance and punctuality;
- health and welfare;

- English as an additional language (EAL);
- being in receipt of the Pupil Premium;
- being a Looked After Child;
- being the child of a serviceman/woman;
- behaviour (unless related to an identified learning need).

*Children and Families Act (2014) Section 20*

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### **Definition of SEND provision/SEN support**

Students with identified learning needs who are not making adequate progress (in relation to their peers in school and nationally) will be recorded as having “SEND Support” on school systems. For these students, provision/action that is additional to or different from that available to all will be detailed in a personalised plan. This will often be written by the SENCo, but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

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### **SEND provision**

The SEND Code of Practice (2015) categorises SEND into four broad areas:

- 1 Communication and Interaction (including Autism Spectrum Condition and Speech and Language Difficulties);
- 2 Cognition and Learning (including Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD) and cognitive processing concerns);
- 3 Social, Mental and Emotional Health (including self-esteem, anger management, bereavement);
- 4 Sensory and/or physical (including hearing, vision and physical difficulties).

At Sandwich Technology School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP) within these areas of need. Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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### **Implementation (Roles and Responsibilities)**

#### SENCo

The SENCo (Judith Goodrich) is a qualified teacher and has been awarded the National Award for SEN Co-ordination and the Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA). She also holds the following qualifications: PGCE (SpLD), MA (Enabling Learning, Inclusion and Institutional Development).

The SENCo, with the support of the Assistant SENCo, is responsible for the day-to-day operation of the school's SEND Policy. The SENCo co-ordinates additional support for pupils with SEND and liaises with their parents/carers, teachers and other professionals who are involved with them. The SENCo is supported by the Assistant Headteacher (Supporting Teaching). The SENCo has overall responsibility and oversight for the following areas:

#### *Identification of pupils with SEND*

Identification of students with SEND usually occurs whilst they are in their primary setting. The SENCo at Sandwich Technology School will attend the final annual reviews of students with an EHCP and, if possible, of other students with significant need. The SEND Department will liaise with the key workers of the primary schools and parents to ensure that all students on the SEND register have been identified and that suitable provision has been made for entry to Sandwich Technology School.

The results from baseline assessments completed early in Year 7 will be used alongside Key Stage 2 data to help determine suitable sets and will help us track student progress. This data, in conjunction with information from primary SENCOs, will determine initial intervention needs.

Weekly meetings with all inclusion staff allow concerns or issues involving a student to be highlighted and necessary support, referral or intervention can be discussed and actioned.

Some pupils may not make expected progress despite targeted teaching for their areas of weakness. For these pupils, and in consultation with teachers, parents/carers and the SENCO, the school will use a range of alternative assessment methods/tools to try to determine the cause of the learning difficulty. If necessary, the school has access to external advisors who are able to offer advice to teaching staff. The purpose of detailed assessments is to determine what additional resources and/or different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision plan, reviewed and refined/revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil additional to and different from what is normally available. If the pupil can 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 pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources, he or she will not be identified as having special educational needs. A pupil may, in consultation with parents, be removed from the SEND register if the pupil is making progress without intervention which is different from or additional to that which is received by other students. Parents will be notified of any change in identification of SEND.

#### *Assessment and review of the progress of pupils with special educational needs*

Pupils' progress is assessed three times a year and reports to parents follow shortly after each assessment window. Parents/carers will have an opportunity to discuss their child's progress a minimum of three times a year where the provision will be reviewed using provision plans. The progress towards the objectives will be discussed, reviewed and updated.

Some students with SEND may require higher levels of support, or have complex needs and will be referred for an Education, Health and Care Plan (EHCP). Annual reviews will take place for students with EHC Plans, to which the SENCO and any professionals involved will contribute. When a pupil with an EHC Plan moves to another phases of education, additional meetings are held to ensure the student is fully supported with the transition. Meetings often will be attended by staff from the new school/college (where appropriate) and other Professionals such as careers guidance, Specialist Teaching and Learning Service, and medical staff. Pupils on the SEND register but without an EHC often benefit from additional early careers guidance.

#### *Resources and support*

It is essential that resources are used to the full to benefit students with learning difficulties.

- The placement of Teaching Assistants (TAs) will be strategically planned to ensure that the greatest number of students benefit.
- TAs play an active role in all aspects of supporting teaching and learning including: the review process; liaising with subject teachers and pastoral staff; liaising with departments to supply appropriate examination access arrangements; advising on the suitability of texts.
- IT resources will be updated and developed when possible. Students will be encouraged to use word processors where appropriate and use the ReadWrite software to support reading. Computer programmes and Apps will be used to develop spelling, punctuation, comprehension and reading skills.

*Access to other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting a student's special educational needs and supporting his/her family*

Access to external agencies who can provide a range of specialist support and outreach services to help the school deliver appropriate support and interventions may be required to meet the needs of our students with SEND. If it is felt that the involvement of another agency will help meet a student's needs, parents/carers will be informed and consent requested. Where appropriate, recommendations made by specialist agencies will be implemented and reviewed via a provision plan.

The SENCo liaises closely with the following external agencies:

- Educational Psychologist;
- Specialist Teaching Service (social, emotional and mental health, visual impairment, physical disability, hearing impairment and autism);
- CHYPS (Children and Young People's Service);
- Careers Advisors;
- Speech and Language Therapist;
- Occupational Therapist;
- Physiotherapist.

#### *Supporting students with medical conditions*

Please see separate policy with this name.

#### Support Staff

All staff have a responsibility to be aware and respectful of the fact that we have a diverse student body with differing needs. All staff are aware of their Safeguarding responsibilities and that some students may be more vulnerable than others.

Some support staff have particular responsibilities towards SEND students and need to ensure that they are fully aware of all relevant practices and policies, as well as the individual needs of the students under their care. If any member of staff is unsure of their responsibilities towards a SEND student they should speak to their line manager or the SENCo to seek clarification and, if necessary, further training.

#### Teaching Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Sandwich Technology School provides staff with detailed SEND information regarding students and offers appropriate SEND training for staff so differentiation and teaching can take place. It is the responsibility of all teaching staff to make sure they are aware of their students' needs and cater for them.

We follow the Mainstream Core Standards advice developed by Kent County Council and published on the KELS website (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, the school employs, where practical, additional teaching approaches, as advised by internal and external assessments. Such approaches might include one-to-one tutoring/precision teaching/mentoring, small group teaching, and/or use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. In a few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs and above that amount the Local Authority may provide top-up to the school.

Students with identified needs may qualify for support in internal and external assessments. Teachers contact the SENCo and evidence of a student's need and normal way of working is supplied. The SENCo, who is a qualified assessor, may then administer formal tests which may result in the student qualifying for exam access arrangements. The Examinations Officer, in liaison with the SENCo, will ensure that sufficient exam support is in place where a student is entitled to it.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help support progress if monitoring indicates that this is necessary; this will not determine that the pupil has a special educational need.

### Students

All students at Sandwich Technology School, including those with SEND, have individual targets for each subject, of which students are made aware. If students are seen to be working below these targets, they will be offered specific advice from teaching staff as to how to achieve them. This may include extra teaching sessions at break time, lunchtime or after school. In some cases, students with SEND will have specific SEND targets attached to their individual provision plans. These will be discussed with the student and parents/carers and are shared with their teachers.

The school encourages students with SEND to take part in meetings arranged with parents/carers and external agencies, including parents' evenings, to discuss their development **and** to ensure that interventions are student centred and appropriate to the personal goals and hopes of the student.

### Parents

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

Good home/school communication is seen as key to ensuring sound education provision for students with and without SEND. All parents/carers of pupils at Sandwich Technology School receive a progress report three times a year. Parents/carers are invited in to formally speak about the progress of their child each year at parents' evenings where any specific issues can be discussed with teachers. At parents' evenings, the SENCo will meet parents of pupils who are on the SEND register to discuss the provision that is in place. In addition to this we are happy to arrange meetings outside these times to discuss a student's progress. Parents should engage with the information and systems in place as much as possible to ensure 'wrap around' support for their son/daughter.

If a parent has a concern or complaint, we recommend that it is always best to approach the teacher first to discuss these concerns. If parents/carers are still not satisfied, they should contact the SENCo, then the Headteacher. If parents/carers still feel that their view has not been listened to or answered to their satisfaction they can make a formal complaint by following the published Complaints Procedure.

### Assistant Headteacher (Supporting Teaching)

The Assistant Headteacher (Supporting Teaching) has responsibility for training for staff and, as such, alongside the SENCo ensures staff are able to support SEND students. The Assistant Head Teacher is a member of Senior Leadership Team.

All new staff receive initial SEND training. Where additional input is required, specific training relating to an individual student or group of students will take place and may be led by external professionals involved with the student. Additional SEND training takes place regularly throughout the year. The SENCo provides all staff with regular Continuing Professional Development to impart strategies for working with students with SEND. The Inclusion Department regularly circulates strategies and recommendations for supporting students with SEND.

### Headteacher

The Headteacher has overall responsibility for all students in the school and, as such, ensures that the school has sufficient capacity, resources and expertise to meet the needs of SEND students.

### Governors

The Governors have appointed a link Governor to have an overview of SEND within the school and have the responsibility of monitoring the effectiveness of this policy.

### KCC

Kent County Council, as the local Authority for Sandwich Technology School, has responsibility for allocating places for students with EHC Plans and works closely with STS to advise and support.

The local authority's local offer is published at:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>.

Parents without internet access should make an appointment with the SENCo for support to gain the information they require.

KCC's Information, Advice and Support Kent (IASK) can help parents with everything to do with special educational needs and disabilities. It offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. IASK can be contacted on 03000 41 3000 or by email to [iask@kent.gov.uk](mailto:iask@kent.gov.uk).

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### **Links to other policies/documents**

Admissions Policy  
Child Protection and Safeguarding Policy  
Complaints Procedure  
Equality Policy  
Governors' Delegation of Functions (Function 35)  
Student Behaviour Management Policy  
Supporting Pupils with Medical Conditions

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