



Governors' Committee Responsible:	Curriculum Committee / Full Governing Body
Nominated Lead Member of Staff:	Deputy Headteacher
Status & Review Cycle:	Statutory Annually
Next Review Date:	September 2017
Document Version Control:	
V1.0 September 2014	

Section1- Introduction

1.1 Compliance

This policy has been written for governors, staff and parents of Ash Manor School by the school's SEN Co-ordinator (SENCo) to fulfil the requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Sept 2013)
- The National Curriculum in England Key Stage 3 and 4 Framework Document (2014)
- Surrey County Council's "The Right Provision at the Right Time" Guidance document (April 2014)
- Teaching Standards (2012)
- Ash Manor School's Equality and Safeguarding Policy.

1.2 Key Individuals, Ash Manor School

Ms C Nicholls
Special Needs Co-ordinator (SENCO).
Email: cnicholls@ashmanorschool.com
Tel: 01252 353 900

Other key individuals and responsibilities:

Governor with responsibility for SEND;

Head Teacher;

Deputy Head Teacher, advocate for SEND on the Senior Leadership Team;

Mrs Jacqui Allman-Talbot, SEND Administrator.

1.3 Introduction

The policy is in keeping with the school's aims, its teaching and learning policies, and its policies on equal opportunities and inclusion. The school is committed to a policy of inclusion in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The management and deployment of the school's resources are designed to ensure that all students' needs are met. Every teacher is considered a teacher of SEND and the school aims to meet the needs of all students, including those with special educational needs. The policy reflects the new SEND Code of Practice 0 - 25 (2014) (2014) and has been shared with all staff and parents.

1.4 The role of the SENCO

The role of the SENCO is to co-ordinate the school's strategy for SEND and to support governors and fellow teachers in delivering a differentiated response to the continuum of student needs. The responsibilities of the SENCO include:

- Managing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for students with special educational needs;
- Liaising with the parent(s) / carer(s) of students with special educational needs;
- Maintaining the records of all students with special educational needs;
- Liaising with the Senior Leadership Team, Heads of House and Social Inclusion Officer
- Liaising with and advising Heads of Department and teaching staff;
- Managing the Learning Support staff;
- Contributing to the continuing professional development of staff;
- Liaising with partner schools over new admissions and with local Colleges over 16+ progression;
- Liaising with external agencies including the Local Authority's Multi-Professional Team, health services and voluntary bodies.

Section 2 – Aim and Objectives

2.1 Aim

Ash Manor School aims to raise the aspirations of expectations for all pupils with SEND and remove barriers to learning to ensure students reach their potential. Ash Manor is determined to instil a sense of self-belief and confidence which will enable students to feel safe, be healthy, enjoy and achieve and make a positive contribution within the community and society.

2.2 Objectives

- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- To operate a whole school approach to the management and provision of support for special educational needs;
- To ensure early identification, assessment and provision for any student who may have SEND, through a graduated response;
- To enable all staff to play a part in identifying students' SEND and to take responsibility for recognising and addressing their individual needs through teaching and learning;
- To help every student with SEND realise his or her full potential and to contribute to his or her well-being;
- To provide support and advice for all staff working with special educational needs pupils
- To encourage an effective partnership with parents and carers offering a joint learning approach at home and at school.

Section 3 – Special Educational Needs

3.1 Definition of Special Educational Needs

The SEND Code of Practice 0 – 25 (2014) defines Special Educational Needs as follows:

“A child or young person has SEN if they have 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 16.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice 0 - 25 (2014).

In addition, educational settings should examine carefully all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not considered SEND.

3.2 Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

3.3 Types of Special Educational Needs

The new SEND Code of Practice 0 - 25 (2014) (2014) identifies four broad areas of need. These areas of need are summarised as follows:

- 1) **Communication and Interaction:** includes children and young people who experience difficulties in speech, language and communication with others. This may range from difficulty understanding instructions or lacking the ability to understand or using social rules of communication. The profile for every child with communication and interaction needs is different and it will constantly change with individual's development and time. Recognised needs within this area include speech, language and communication needs (SLCN) and needs relation to Autistic Spectrum Disorder (ASD), including Asperger's Syndrome.
- 2) **Cognition and Learning:** includes learning difficulties which result in children and young people progressing at a slower rate to their peers, even with appropriate differentiation. Recognised needs within this area are hugely varied including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 3) **Social, Emotional & Mental Health:** child and young people may experience a wide range of social and emotional difficulties throughout childhood which manifest themselves in many ways. This may result in a young person becoming withdrawn or isolated, displaying challenging behaviour, experiencing anxiety or depression, self-harming or other physical symptoms that are medically unexplained. Other recognised needs within this area include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- 4) **Sensory and/or Physical needs:** some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available. Other recognised needs within this area include vision impairment (VI), hearing impairment (HI) and a multi-sensory impairment (MSI).

3.4 Other Impacts on Progress and Attainment

Ash Manor also recognises other non-SEND related concerns that impact including:

- Attendance and punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman.

Section 4 – A Graduated Approach to SEND Support

4.1 Identifying students with SEND

The school identifies students with SEND through:

- Following an assess, plan, do and review model;
- Consultation with their former teacher(s) and/or the SENCO of their previous school;
- Examination of school records;
- Screening procedures on admission (such as CATs, MidYIS or individual assessments);
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at Ash Manor;
- Monitoring of progress, consultation with Tutors and subject teachers;
- Discussion with pastoral staff including Heads of House and mentors;
- Observation and feedback from support staff and external agencies.

In line with new government legislation as set out in the new SEND Code of Practice 0 - 25 (2014) (2014) and Surrey County Council (The Right Provision at the Right Time, April 2014), the school makes a judgement about the appropriate stage of each student on the SEND Register. Parents are encouraged to seek advice from the school or Local Authority for further information.

4.2 Need SEND Coding

- School Action and School Action Plus have been replaced by a single coding catering called SEN Support. This is sometimes displayed as a 'K' on SEND documentation.
- The SEND Code of Practice 0 - 25 (2014) (2014) advocates that the majority of students identified as having SEND will have their needs met through high quality inclusive teaching.
- Statements of Special Educational Needs will be replaced by educational settings within three years with Education, Health and Care plans.
- All new successful applications for Statutory Assessment will result in an Education, Health and Care plan being granted.

4.3 Assess, Plan, Do & Review

In line with the SEND Code of Practice 0 - 25 (2014) (2014) recommendations, Ash Manor School follows the assess, plan, do and review framework to support the educational provision for students identified on the SEND register.

- **Assessment:** Includes identifying the SEND support required to meet the need of the child/young person by carrying out an analysis of the child's needs. This is done in collaboration with parents.
- **Plan:** Where it is decided a student is to be placed on the SEND register, appropriate levels of SEND support needs to be agreed with associated outcomes. The school formulates a plan in order to meet the needs of the child or young person.
- **Do:** Teachers remain responsible for the progress and outcomes of identified SEND pupils within their individual lessons. However it is the responsibility of the SENCO to co-ordinate the provision and interventions of students with identified SEND. When appropriate, the SENCO should advise staff on strategies and guidance on how to meet the needs of the pupils.
- **Review:** Following a systematic review schedule, the SENCO will monitor and review progress made by identified SEND pupils in conjunction with individual subject teachers and advise staff accordingly.

Parents are encouraged to contact the SENCO should they have any questions and/or seek further information regarding this process.

4.4 High Level Need

When students are identified as needing further support to meet their educational needs, the school may need to co-ordinate a response in conjunction with various external agencies and professionals such as educational psychologists, speech and language therapists, behaviour support and CAMHs. After careful consideration and assessment, if it is agreed that a statutory assessment should be applied for this should be co-ordinated through the SENCO. For further information, please contact the SENCO using the information set out in Section 1.2.

Section 5 – Managing Pupils Needs on the SEND Register

5.1 Whole School Approach to SEND

Every teacher is considered a teacher of SEND and teachers have the overall responsible for student progress within their subject.

- It is the SENCO's responsibility to ensure teachers have the knowledge and skills to meet the needs of the students in their classrooms.

- The monitoring of progress of students with SEND is a shared responsibility between class teachers and the SENCO.
- Every student on the SEND register has an individualised Student Learning Profile (see section 5.2) to help teachers identify their SEND and understand how to meet their needs.
- All staff are involved in regular training to develop their ability to meet the needs of individual special educational needs.
-

5.2 Student Learning Profiles

If a student is placed on the SEND register, the school creates an individual Student Learning Profile which follows the assess, plan, do and review model as clearly in the SEND Code of Practice 0 - 25 (2014) (2014). These documents replaced Individual Education Plans in September 2014. The SENCO, staff and parents are expected to contribute to these documents with the sole aim of ensuring barriers to learning are minimised as much as possible in order for the child/young people to make appropriate levels of progress. These documents are to be reviewed on a term by term basis with regard to expected levels of academic progress. It is the responsibility of the SENCO to oversee the review process and ensure appropriate levels of feedback are shared with relevant stakeholders.

5.3 Ash Manor School's response to the Local Authorities 14 Questions

The SEND Code of Practice 0 - 25 (2014) (2014) states that Local Authorities are required to produce a Local Offer detailing what SEND provision is available within their county and make this document accessible to all stakeholders. As part of this requirement, Surrey County Council have asked schools to produce a response to 14 questions relating to different aspects of the identification of SEND within individual schools. These responses offer additional detail a range of SEND related topics including statutory responsibilities regarding accessibility arrangements. Ash Manor School's response is available to view on the school's website. For further information, please contact the SENCO using the information set out in Section 1.2.

5.4 Relationship with external agencies

Where necessary, the school will refer a child to an external specialist after consultation with parents. The school has regular contact with health professionals. We may also contact specialist medical services, Surrey Children's Services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

The school is committed to the Common Assessment Framework in Surrey. For students likely to need a multi-agency approach, the SENCO will complete and circulate a Common Assessment Form.

Ash Manor School maintains links with other schools through the local confederation. Special schools in the area offer outreach and professional development services.

Section6–Supporting Pupil and Families

6.1 Surrey County Council’s Local Offer

Please follow this link to find the county’s Local Offer document:
<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>.

Alternatively, please contact the SENCO for a hard copy to be sent to you.

6.2 SEN Information Report; Regulation 51, Part 3, section 69(3)

Please follow this to find the school’s statutory requirement to provide a SEND Information Report:
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf.

6.3 Admissions

By law, the school must admit any student who has a Statement of SEND or an Education, Health & Care plan (EHCP) which names Ash Manor School. If the school receives an application for a student who does not have a Statement of SEND but who has, or is likely to have, special educational needs, the application will be treated in the same way as all other applications. The school will adopt a positive and inclusive approach to its consideration of each application and will seek to plan for individual needs in consultation with the parent(s) / carer(s) and the applicant’s present school.

For further information, please follow this link to the school’s admissions policy:
http://www.ashmanorschool.com/uploads/2/4/8/1/24813832/admissions_policy.pdf.

6.4 Transition

Ash Manor School recognises the importance of key transition times at set points during a child’s/young person’s educational career. A member of the senior leadership team holds overall responsibility for successful transitions from primary to secondary school and from secondary to post 16 provision. Networks are set up with different schools and post 16 provision to ensure the process is co-ordinated effective. Special consideration is shown to the transition from Key Stage 3 to Key Stage 4 provision and transitional arrangements for SEND pupils with Statements are identified in Annual Review meetings. The SENCO contributes to this process in conjunction with other staff. Ash Manor School is committed to support SEND pupils and their families during these transitional times and encourage parents to contact the school with any concerns relating to this.

6.5 Examinations

Ash Manor School upholds the statutory guidance as set out by the JCQ when accessing students for access arrangements for examinations. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

For further information, please contact the SENCO or visit: <http://www.jcq.org.uk>.

6.6 Parent partnership

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Ash Manor School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the young person are also taken into consideration. Parents are informed when the school considers that a student's needs are significant enough for them to be placed on the SEND register. The SENCO attends all Parents' Evenings and is available then for consultation with or without an appointment.

Section 7 – Supporting Pupils at School with Medical Conditions

7.1 Supporting Pupils

- The school recognises that pupils at school with medical conditions should be appropriately supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement or an EHCP which brings together health and social care needs in conjunction with their special educational provision and then the SEND Code of Practice 0 - 25 (2014) is followed.

Section 8 – Training and Resources

8.1 Allocation of Funding to students with SEND

The school allocates resources to students with SEND from:

- The school's notional budget for SEND;
- The Local Authorities Top-Up Values as agreed when threshold for an EHCP is agreed.

8.2 Staff Training

- Ash Manor is committed to the development of its staff team in relation to the development of skills and knowledge surrounding SEND.
- NQT's and new staff are invited to attend training sessions, including specific training focused around SEND where appropriate.
- A member of the senior leadership team holds responsibility for the identification of staff training and development. It is expected that the SENCO contributes to this when required or sources an external professional to deliver the training requirement.
- The school's SENCO regularly attends the Local Authorities network meetings in order to keep up to date with local and national updates in SEND.
- The school's SENCO has successfully completed their National SENCO Award Qualification.

Section 9 – Dealing with Complaints

9.1 Complaints Procedure

If a complaint arises concerning a student's special needs, parents/carers should first write to the SENCO setting out briefly the matter of their complaint. A meeting will be offered to resolve the issue. If, after meeting with the SENCO, the parent/carer remains dissatisfied with the response, they should contact the Headteacher to request a further meeting.

If the complaint concerns the school's policy on SEND, the complaint should be addressed to the Governor with responsibility for SEND, c/o the Clerk to the Governors.

If the complaint concerns the arrangements or admission procedure for a student with a Statement of SEND the parents/carers may write to: SEND Management (SW)

Section 10 – Bullying

10.1 Bullying Statement

Ash Manor School is committed to:

- Providing a caring, friendly and safe environment where no type of bullying is tolerated.
- Providing a programme of education where all students are encouraged to develop respect for themselves and others.
- Providing guidelines for staff which are clear and consistent.
- Implementing a structured discipline system
- Developing a system which supports both the victim and the bully.
- Work with parents and external agencies where necessary to overcome the difficulties.
- Recognising that bullying is serious and will be dealt with fairly by all adults in the School.
- Implementing this policy with regard to the DFE guidance 'Bullying: don't suffer in silence'

10.2 Anti-Bullying Policy

For further information please follow the link below to the school's website:

<http://www.ashmanorschool.com/policies.html>

Section 11 – Reviewing the SEND Policy

11.1 SENCOs Responsibility

It is the SENCOs responsibility to lead the review this policy when appropriate. The review process should include involvement with various stakeholders including school governors, staff, pupils and parents.

11.2 Timescale

In the current climate of SEND reforms and continual changes in legislation, the SEND policy will be reviewed annually unless legislation requires it to be updated sooner.

