



Ash Manor School

SEND Policy

Governors' Committee Responsible:	FGB
Nominated Lead Member of Staff:	Assistant Head Teacher - SLT Lead for SEND
Status & Review Cycle:	Statutory 1 year
Next Review Date:	July 2024
Document Version Control:	
V1.0 March 2023	

Introduction

The vision for Special Educational Needs and Disability (SEND) at Ash Manor School is to provide the right level of support, at the right time, to enable the individual child to be successful. We have high expectations of all our students, regardless of need.

We aim to overcome potential barriers to learning by supporting students to find the right personalised strategies they need to aspire and achieve. This inclusive approach at Ash Manor School means that SEND students study a full curriculum throughout their 5-year journey.

The foundation of effective progress for all is to receive quality first inclusive teaching delivered by the teacher in the classroom. Our Progress Coaches work closely with students, teaching staff and parents to ensure students can access the learning to enable each individual to achieve their full academic and social potential. As required, additional interventions occur in our Learning Support Hub.

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.

Aim and Objectives

Ash Manor School aims to raise the aspirations of expectations for all students with SEND and remove barriers to learning to ensure students reach their potential. Ash Manor School 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.

- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is inclusive to meet their individual needs.
- Enabling students identified with SEND to make progress.
- 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.
- Removing barriers to achievement and offering an inclusive curriculum at all key stages to meet the needs of the individual.
- 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 their well-being.
- To provide support and advice for all staff working with special educational needs students.
- To encourage an effective partnership with parents and carers offering a joint learning approach at home and at school.
- Enabling successful transition of SEND students from their previous educational establishment and beyond their life in the school.
- Ensuring that all governors, particularly the SEND governor, are up-to-date and knowledgeable about the School's SEND provision.
- Involving the full Governing Body in the future development and monitoring of this policy.

Key Individuals, Ash Manor School

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

Other key individuals and responsibilities:

Governor with responsibility for SEND: Miss Nikki Elvin
Head Teacher: Ms A Bailey
Assistant Head Teacher, SEND Line Manager: Mr A Whitby
SEND Administrator: Mrs J Allman-Talbot jat@ashmanorschool.com

Roles and Responsibilities

The role of the SENDCo 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 SENDCo 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 Bridge Team;
- Liaising with and advising Heads of Department and teaching staff;
- Managing the SEND Team;
- Contributing to the continuing professional development of staff;
- Liaising with partner schools over new admissions and with local Colleges over post progression;
- Liaising with external agencies
- KS4 Exam Access Arrangements

Definitions

The SEND Code of Practice (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).

The following factors are NOT SEND but may impact on the progress and attainment of students:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality

- Health and Welfare
- English as an Additional Language (EAL)
- Qualifying for Pupil Premium
- Being a Looked After Child
- Being a child of a Service Parent

A Graduated Approach to SEND Support

The school identifies students with SEND through:

- Following an assess, plan, do and review model using a graduated approach;
- Consultation with their former teacher(s) and/or the SENDCo of their previous school;
- Examination of school records;
- Screening procedures on admission;
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at Ash Manor;
- Monitoring of progress, consultation with all staff;
- Discussion with pastoral staff including Heads of House and Tutors;
- Observation and feedback from support staff and external agencies.

SEND Coding at Ash Manor School

The SEND Code of Practice 0 - 25 (2014) advocates that the majority of students identified as having SEND will have their needs met through high quality inclusive teaching.

- Students on the Code of Practice with an EHCP are coded as E.
- Students on the Code of Practice receiving intervention are coded as K.
- Students not currently on the Code of Practice, but progress continues to be monitored are coded NWL.

Assess, Plan, Do, Review

In line with the SEND Code of Practice 0 - 25 (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.
- **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 young person.
- **Do:** Teachers remain responsible for the progress and outcomes of identified SEND students within their individual lessons. However, it is the responsibility of the SENDCo to co-ordinate the provision and interventions of students with identified SEND. When appropriate, the SEND Team advise staff on strategies and guidance on how to meet the needs of the students.
- **Review:** Following a systematic review schedule, the SENDCo will monitor and review progress made by identified SEND students in conjunction with individual subject teachers and act accordingly.

Managing Students Needs on the SEND Register

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

- It is the SENDCo'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 SENDCo.
- Every student on the SEND Code of Practice has an individualised Student Learning Profile (SLP) to help teachers identify their SEND and understand how to meet their needs.
- EHCP students have a detailed EHCP Profile. This document is for staff, providing summary of need, targets for the year and supporting strategies. This working document is completed by the teachers of EHCP students as part of the Annual Review Process.
- All staff are involved in regular training in SEND.

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 see the admission policy in the policy section of the school's website.

Examinations

Ash Manor School upholds the statutory guidance as set out by the JCQ when assessing 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 allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

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

Parental partnership

Our aim is to develop a partnership where all stakeholders 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 SENDCo attends all Parents' Evenings. As parent's evenings are online, an appointment must be made via the online booking system. If you need support in organising this, please contact the main office.

Useful Web Links

Surrey Ordinarily Available Provision document

https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0003/323490/OAP-schools-booklet.pdf

Surrey SEND Local Offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Surrey SEND Graduated Approach

https://search3.openobjects.com/mediamanager/surrey/fsd/files/send_profiles_of_need_graduated_response.pdf

SEND Advice Surrey

<https://sendadvice.surrey.org.uk/>

Dealing with Complaints

If a complaint arises concerning a student's special needs, parents/carers should first write to the SENDCo setting out briefly the matter of their complaint. A meeting will be offered to resolve the issue. Should concerns persist, please contact Mr Whitby, the member of the Senior Leadership Team with responsibility for SEND. Parents/ Carers may seek a review of the matter by the Governing Body.

If the complaint concerns the school's policy on SEND, the complaint should be addressed to the Governor with responsibility for SEND, Mrs N Elvin, 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:

South West SEND Team, Quadrant Court, 35 Guildford Road, Woking, Surrey, GU22 7QQ

Reviewing the SEND Policy

It is the SENDCo's responsibility to lead the review of this policy when appropriate. The review process should include involvement with various stakeholders including school governors, staff, students and parents.

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.