

# OVERTON GRANGE SCHOOL POLICY

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Govs. Comm. CURRICULUM & STUDENT

### Reasons for the policy

1. To comply with the SEND Code of Practice 2015 on the identification and assessment of special educational needs.
2. To enable all students with SEND to gain the fullest possible access to the curriculum and life of the school, whilst meeting their **individual** needs.
3. To maximise the opportunity, independence, participation and achievement of all students according to individual needs and wishes.
4. To reinforce the need for teaching that is fully inclusive and to recognise that every teacher is a teacher of SEND. This includes ensuring that appropriate CPD is available to staff.
5. To ensure the effective provision of support within the Opportunity Base (Hearing Support Department).

### Principles

At Overton Grange School we are committed to providing an inclusive curriculum to ensure the best possible progress for all students, whatever their abilities and where we can meet their needs. This includes the Opportunity Base for hearing impaired students who have an Education and Health Care Plan. Not all students with disabilities have special educational needs (SEN) and not all students with SEN meet the definition of disability, but this policy covers all of these students.

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.<sup>1</sup>

Students with a disability are defined as ‘...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’<sup>2</sup>

### What is the policy going to do?

1. Apply the SEND Code of Practice efficiently and effectively.

---

<sup>1</sup> Code of Practice 2015, p15

<sup>2</sup> Equality Act 2010

2. Ensure that students are regularly assessed and monitored to identify if there are any additional learning needs.
3. Offer to each student with SEND a "broad and balanced curriculum" differentiated for his/her individual needs where possible.
4. Liaise with parents/carers and outside agencies to support the students with SEND and to maintain links with other relevant agencies.
5. Ensure that the provision of special needs education is compatible with the interests of other students and to take into account the efficient education of other students and efficient use of resources available to the school.
6. Aim for the inclusion of special needs students into the classroom and inclusion into broader school life.
7. To give transparent resourcing to the SEND department and to monitor the use of the SEND budgets.
8. To achieve a level of staff expertise to meet student needs using 'high quality teaching'.

### **How is the policy going to be put into practice?**

#### **Management of SEND within School:**

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs and Disability Co-ordinator (SENDCo).

All school staff have a responsibility for all students with SEND. All teachers are teachers of SEND with a clear emphasis within the Code of Practice 2015 that high quality teaching which is differentiated and personalised will meet the needs of the majority of children.

Staff are aware of their responsibilities towards students with SEND, whether or not students have an Education and Health Care Plan (EHCP). A positive and sensitive attitude is shown towards those students. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants (TAs) play a major role in the support of students with SEND. The rationale for the deployment of the TAs is to focus on the needs of individual students and to support them in accessing the curriculum and other aspects of school life as independently as possible.

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo (*with the SEND team*) is responsible for:

- overseeing the day to day operation of this policy.

- identifying and assessing students with SEND.
- co-ordinating provision for students with SEND that is additional to or different from that which is available to all students.
- liaising with and advising teachers, including ensuring that all staff are aware of students with SEND.
- managing Teaching Assistants.
- overseeing the records of all children with SEND, including tracking progress.
- liaising with parents of children with SEND (in conjunction with other relevant staff) or where parents believe that SEND may exist.
- contributing to the in-service training of staff.
- liaising with external agencies, for example the Educational Psychology Service, Health and Children's Social Care and voluntary bodies.
- liaising with the School Business Manager and Headteacher on the allocation of SEND budgets.
- liaising with relevant staff and Local Authorities (LA) to support the admission (including mid-term admission) of students with SEND.
- liaising with relevant staff and LA to support the transfer of students onto further education or higher education.
- The supervision of the Hearing Support Opportunity Base.

The SENDCo is responsible for reporting to the Headteacher and/or their representative on the day to day management of the SEND policy.

## **Criteria for success**

1. Students make progress in line with or exceeding their targets.
2. Parents/carers and students are satisfied with the way the policy operates - shown through annual review, parents' evening and other communications.
3. Procedures in the SEND Code of Practice are complied with.

## **Monitoring and evaluation**

1. Individual progress will be tracked and evaluated via the school's reporting system, school assessments including examination analysis and Annual EHCP Reviews.
2. Heads of department will ensure that members of their team have accurate records of students with SEND and that they are following school procedures in ensuring that their needs are met.
3. The governors will appoint one of their number to liaise with the SENDCo and to monitor the implementation of this policy.
4. The SENDCo will report to the governing body once per year on the operation of the SEND policy, including statistics on the number of students with SEND and EHCPs, a statement of their progress and the allocation of the department's resources.
5. The policy will be peer reviewed by the SEND Cluster to which Overton Grange belongs.

## **Other matters**

Complaints: In the first instance a parent/carer should discuss any problem or complaint with the SENDCo. If it is not resolved it should then be put in writing to the Headteacher, and if still not resolved it will be handled in the same way as outlined in the school's complaints procedure.

## **Links with other policies**

- Equal Opportunities
- Admissions
- Complaints