

# Template for writing a SEND Policy

September 2019

This policy guidance is to ensure that all education and learning settings have a consistent approach throughout Oldham.

The sections in italics need to be adapted or deleted depending on the education and learning settings.

*Key to the colours used: Please amend and delete as appropriate*

- *Black non italic - should be used in the policy*
- *Green italic - please amend to match your own education and learning settings.*
- *Red italic - Early Years*
- *Blue italic - Post 16*

# SEND Policy

**May 2019**

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings.

To see it in practice - see the SEND information Report (include link)

## **Education and learning settings own visions & values**

*include own vision, mission statement etc*

### **SEN vision**

#### **Schools/Post 16**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

#### **Early years**

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

*Include:*

- *Child/Young person centred*
- *Inclusive*
- *Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the child/young person is working.*

*Early Years Additions:*

*Practitioners working with children 0-5 years can access the SENDCO Toolkit and SENDCo self-assessment guidance via Oldham Council web site. Additional information on the web site includes documents to implement the Graduated Response; 4+1, person centred review, SEN support documents with prompts and other useful information for the Early Years sector.*

*Insert web link to early Years section OMBC*

## SEN definition

*To be taken from the Code of Practice for Early Years & Post 16*

*“Special educational needs (SEN)*

*xiii. 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.*

*xiv. 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*

*xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

*xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.”*

*(SEND Code of Practice 2015: pg. 15)*

## School

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

**Communication and interaction-** e.g. speech and language difficulties, autistic spectrum disorder

**Cognition and learning-** e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties

**Social, emotional and mental health-** e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

**Sensory and/or physical impairment-** e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability 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 (Code of Practice xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

## Guidance

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

### National

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- *The Early Years Foundation Stage (EYFS) framework*
- Teachers Standards 2012
- **Early Years & Post 16 (as above)**
- Oldham's Local Offer (include link)
- Education & learning settings own documents & policies
- *Supporting pupils with medical conditions policy*
- *Accessibility policy & plan*
- *Behaviour policy*
- *Safeguarding policy*
- *Admissions policy*
- *EAL policy*
- *GDPR policy*
- *Anti-bullying policy*
- *Mental health & wellbeing policy*

## Roles & Responsibilities

### Class teacher/ keyworker

*Each class teacher is responsible for:*

- *The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching*
- *Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching*
- *Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision*
- *Provide information, reports or attend review meetings based on the person-centred principles*

**Other relevant staff (e.g. learning mentor, head of year, attendance officer, career adviser, pastoral)**

### SENCO

*The SENCO is responsible for:*

- *Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.*
- *Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.*

- *Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.*
- *Advising on the graduated approach to providing SEN support.*
- *Evaluate process and practice to improve outcomes*
- *Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.*
- *Being the point of contact for external agencies.*
- *Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.*
- *Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.*
- *Ensuring the school keeps the records of all pupils/young people up to date.*

### **Head of faculty/ Senior leadership team**

#### **Headteacher**

*The Headteacher will:*

- *Work with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.*
- *Have overall responsibility for the provision and progress of learners with SEN and/or disability.*

#### **SEN Governor**

*The SEN Governor will:*

- *Help to raise awareness of SEN issues at Governing Board meetings*
- *Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this*
- *Work with the SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions*

#### **Early Years – Owners/Provider**

*Are required to ensure they comply with Early Years Legislation and local guidance:*

*Statutory Framework for the Early Years Foundation Stage 2017*

*Equality Act 2010*

*SEND Code of Practice 2014 (updated 2015)*

*Children and Family Act 2014*

*\*please refer to the SENDCo toolkit available on Oldham council web site (hyper link to be inserted)*

#### **Post 16**

*Statutory duties on post-16 institutions have the following specific statutory duties:*

- *the duty to co-operate with the local authority on arrangements for children and young people with SEN*
- *the duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.*
- *The duty to have regard to the Code of Practice*

- *The duty to use their best endeavours to secure the special educational provision that the young person needs (code of practice 7.3)*

*The governing bodies of colleges should:*

- *ensure that all staff interact appropriately and inclusively with students who have SEN or a disability*
- *ensure that they have appropriate expertise within their workforce*
- *ensure that curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date.*

*Colleges should:*

- *make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly.*
- *ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools.*

*The named person in the college with oversight of SEN provision should:*

- *contribute to the strategic and operational management of the college.*

*Curriculum and support staff in a college should:*

- *know who to go to if they need help in identifying a young person's SEN, are concerned about their progress or need further advice. (Code of Practice 7.22)*

### **Monitoring & Evaluating**

*Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).*

*May want to include some information about funding here*

### **Transition**

*What are the procedures for sharing SEND information?*

### **Outside Agencies**

*How do you commission external partners or other professionals?  
Are links in place with relevant services?*

### **Complaints**

*Outline the education and learning setting's complaints procedures.*

### **Date policy was developed and agreed by staff and governors**

*Good practice- reviewed annually in line with SEND Information Report.*