



# Special Education Needs and Disability (SEND) - School

POLICY & PROCEDURE

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## Statement of intent

Talbot House Children's Charity ("the Charity") is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. The SEND Policy was developed, through consultation with stakeholders and is shared with stakeholders within school.

This policy outlines the framework for Talbot House Children's Charity to meet its duties and obligations to provide a high quality education to all of its young people. Talbot House Children's Charity therefore intends to work with all referring Local Authorities and within the following principles, which underpin this policy:

- The involvement of parents/carers and young people in decision making.
- The identification of young people's needs.
- Collaboration between education, health, and social care services to provide support.
- High quality provision to meet the needs of young people with SEN.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.
- Individual Education Plan specific to outcomes in their Education Health Care Plan.

At Talbot House Children's Charity we provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways that take into account their varied life experiences and particular needs. Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled pupils from being treated less favourably than others:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Management Policy
- Equal Opportunities Policy
- SEND Policy.

Talbot House Children's Charity is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Our curriculum, policies, and practice combine to prepare our children for the next phase of education and in preparation for adulthood.

## Key Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability.
- To take into account legislation related to SEN and Disabilities, including:

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- Part 3 of the Children and Families Act 2014
  - The SEN Code of Practice 2014
  - The Special Educational Needs and Disability Regulations 2014
  - The Special Educational Needs Personal Budgets and Direct Payments Regulations, Section 49
  - The Order setting out transitional arrangements, Section 137
  - Equality Act 2010,
  - The Mental Capacity Act 2005,
  - Keeping Children Safe in Education 2023,
  - Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
  - To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
  - To enable pupils with SEN to achieve their potential.
  - To ensure parents / carers are fully engaged in decision making.
  - To take into account the views, wishes and feelings of pupils.
  - To provide advice and support for all staff working with pupils with SEN.
  - To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

### Website and Policy links

Key Information, including our school policies, is shared with stakeholders, including parents and families, on our school website <https://www.talbothousecc.org.uk/school-policies> Paper copies of documents are also available on request. The SEND Policy should be read in consultation with the Accessibility Plan. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities.
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

*(Children and Families Act 2014, Part 3)*

## 1. The Special Educational Needs Coordinator (SENCo)

The SENCo is Mr. Gavin Jackson.

Contact details for SENCo are:

Telephone: 0191 229 0111

Email: [gavin.jackson@talbothousecc.org.uk](mailto:gavin.jackson@talbothousecc.org.uk)

Ms Priest has been in post, since January 2019. She gained the National Award for SEN Coordination (NASC) in September 2017. He has a role within the Senior Leadership Team (SLT).

## 2. Admission Arrangements

Please refer to the information contained in school's Admission & Discharge Policy and Procedures, which can be accessed on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND. Talbot House Trust will ensure it meets its duties under the School's Admissions Policy by:

- Fairly considering admission for a young person that has named the Trust in their Education Health Care Plan (EHCP) through an extensive referral process.
- Considering referral from parents of children who have SEN but do not have an Education Health Care Plan.

## 3. Transition Arrangements

Transition is carefully planned in order to ensure successful transition both within school and from setting/school to setting/school. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

## 4. Roles and Responsibilities

### 4.1 The Governing Body and Trustees:

- Fully engage parents/carers and/or young people with SEN when drawing up policies that affect them.
- Designate an appropriate member of staff (the SEN Coordinator) as having responsibility for coordinating provision for young people with SEN.
- Make reasonable adjustments for young people with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that young people with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for young people with disabilities.
- Publish annual information about the arrangements for the admission of young people with disabilities, the steps taken to prevent young people being treated less favourably than others, the facilities provided to assist young people with disabilities, and the school's accessibility plan.

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- Develop complaints procedures which will be made known to parents/carers and young people through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their Education Health Care Plan.

### 4.2 The Head Teacher:

- Ensure that those teaching or working with the young person are aware of their needs, and have arrangements in place to meet them.
- Ensure that teaching staff monitor and review the young person's progress during the course of the academic year.
- Cooperate with local authorities during annual Education Health Care Plan reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the Trust.
- Regularly and carefully review the quality of teaching for young people at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teaching staff understand the strategies to identify and support vulnerable young people and possess knowledge of the SEN most frequently encountered.

### 4.3 The Special Educational Needs Coordinator (SENCo):

- Collaborate with the governing body, trustees, and Head Teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Overseeing the day-to-day operation of the policy.
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Support the liaison with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially local authorities and their support services.
- Support the liaison with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCo has achieved the National Award for SEN Coordination.

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- 4.4 The class/subject teacher:
- Set high expectations that inspire, motivate, and challenge pupils.
  - Promote good progress and outcomes for pupils.
  - Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN.
  - Work closely with support staff in the planning and monitoring of interventions.
  - Make accurate and productive use of assessment to inform the four part cycle.
  - Manage behaviour effectively to ensure a good and safe learning environment.
  - Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice.
  - Communicate effectively with parents with regard to pupils' achievements and pupils' well-being.

Learning Support Assistants (LSAs) support individuals and groups of pupils, both in class and through withdrawal for targeted interventions/ programmes.

Child protection is managed by the safeguarding team which consists of three Designated Safeguarding Leads; Christine Smiles (Head Teacher), Deirdre Pearson (Chief Executive); Jo Reiling (Head of Development and Deputy Chief Executive). Further to that there are two Deputy Designated Safeguarding Leads; Gavin Jackson (Assistant Head teacher, SENCo) and Karen Cowans (Family Liaison Coordinator).

The governor responsible for SEN and LAC is Louise Cannell-Mirza.

## 5. Looked after Children (LAC)

Graham Martin (Enrichment and Careers Lead) is the designated member of staff for looked after children. He ensures that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day. Please also see our LAC Policy.

## 6. Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Talbot House Children's Charity has ease of access to the building on flat ground and a disabled toilet. Medicines are stored in a locked medicines cabinet within school and are administered according to the school's **Supporting Pupils with Medical Conditions Policy**.

## 7. Access to the Curriculum

We provide a clear, detailed description of what is available for all children with SEN. Pupils are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Please see our Teaching, Learning and Curriculum Policy. The designated member of staff responsible for curriculum and managing teaching and learning is Christine Smiles (Head Teacher).

## 8. Staff Development

- The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND.
- The SENCo ensures staff are informed of local and national developments in relation to SEN and Inclusion.
- Where appropriate, specialists are used to deliver the training.
- Newly qualified teachers are offered support and in-school training.

## 9. Medical Conditions

Talbot House Children's Charity will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. See **Supporting Pupils with Medical Conditions Policy**.

## 10. Identification, Assessment, Planning and Review Arrangements

Talbot House Children's Charity follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012). School assessment data, teacher judgments, and appropriate assessments from outside agencies are used to inform our provision for individual students.

### 10.1 There are 4 broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health difficulties.
- Sensory and/or physical needs.

### 10.2 The following are **not** SEN but may impact on progress and attainment:

- Disability.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Receipt of pupil premium.
- Being a looked after child.



- Being a child of service personnel.

## 11. SEN Support – Four Part Cycle

### 11.1 Assess

The identification of individuals' special educational needs is built into the overall approach to monitoring the progress and development of all pupils in school. The class teacher, supported by the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, other professionals will help to inform the assessment. Parents and pupils will be asked to contribute to the assessment.

### 11.2 Plan

Adjustments, interventions, support, and review dates will be agreed upon with staff, parents, and pupils. This will be recorded on the school information system. Class teachers have a responsibility to contribute and update individuals' Support Plans. Support Plans will be shared with stakeholders.

### 11.3 Do

The class or subject teacher will remain responsible for working with the pupils on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the above.

### 11.4 Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be continually reviewed. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress.
- If a pupil does not make expected progress over a sustained period of time, school will seek further specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology Service, CYPS, School Effectiveness SEN team, SEN Teaching and Support Service (SENTASS), and, when appropriate, Social Services and Looked after Children Team.
- Where, despite having taken relevant and purposeful action to identify, assess, and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health, and Care (EHC) assessment if one is not already in place. School will provide the local authority with evidence of the action taken as part of SEN support.

## 12. Partnership with Parents/Carers

Talbot House Children's Charity has positive attitudes toward parents/carers and values their important role in their child's education. Parents are informed about local Special Educational Needs and Disabilities Information, Advice, and Support Services. These services provide information, advice, and support at any stage of a child or young person's education. Parents are fully involved in the review process. Interpreters can be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

## 13. Pupil Participation

The views of all pupils are valued. Pupils are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of the next steps in their progress and a pupil view sheet is used to gather their views on their progress and how they like to be supported.

## 14. The Wellbeing (Care) Team

The Care Team consists of the Enrichment/Career/Care Team leader, Family Liaison Coordinator, and four members of the Care Team. They are proactive in supporting children and parents in a variety of ways, including home visits, liaising with agencies and organising activities. Early Help (formally known as Common Assessment Framework - CAF) is also used to coordinate support for children and their families who have a range of needs.

## 15. Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils:

- Regular observation of teaching by the senior management team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils.
- Assessment records that illustrate progress over time – e.g. reading ages.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEN.
- The views of parents/carers and pupils. Questionnaire for parents of pupils, pupil views of provision they receive.
- Regular meetings between SENCo, class teachers and LSAs, SENCo and Head Teacher/SLT.

## 16. The Complaints Procedure

Please see our **Complaints Policy & Procedure** on our school website.