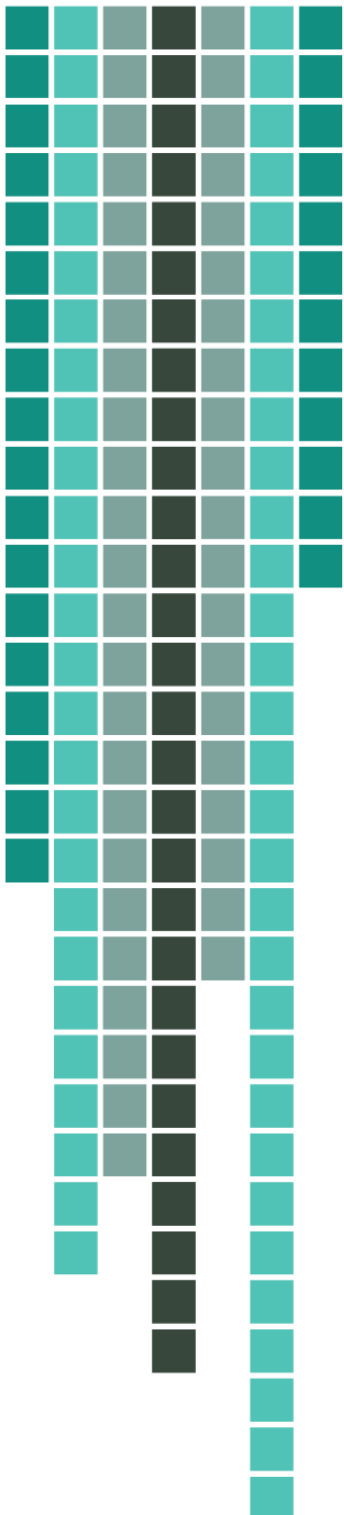




# Eggar's School

## SEND Policy



# Including Disability Equality

Reviewer	Catherine Vickers
Review date	June 2022
Approved	FGB 04 July 2022
Next review date	June 2023

## Vision Statement

Eggar's School is committed to providing a fully inclusive and diverse curriculum, to ensure the best possible progress for all our students whatever their individual needs or disability. At Eggar's we believe that all students are unique, and it is the aim of the school to help all students to reach their full potential. We seek to help students and staff to find strategies to remove or significantly reduce any barriers a student may encounter that may hinder their best progress. The major role of the Individual Needs department is to ensure that the needs of all our students are understood and met, especially those with a learning need, those with a disability and our socially and emotionally vulnerable students. We believe that if we can find ways to remove the barriers to learning for these students and find ways of ensuring that all students can participate in the whole school curriculum, all our students will benefit, and the school will continue to be a community of confident and independent learners.

The Individual Needs and Disability Equality Policy reflects the importance Eggar's School puts on the inclusion of all members of our school community, and this policy reflects the SEND Code of Practice.

0 – 25 guidance 2015. The Policy is written with due regard to the DfE guidance Working Together to Safeguard Children (2018).

This Policy should be read in conjunction with the school's Disability Accessibility Plan. (Appendix A) along with the Equality Policy

## Section 1: Aims and Objectives

Our aim is to:

- Ensure that those who require additional support are identified as early as possible, preferably prior to transition from Primary school.
- Provide quality-first teaching.
- Offer a broad, balanced and relevant curriculum, appropriately differentiated to enable each child to have an equal opportunity to make maximum progress.
- Help guide the whole school staff to acquire the necessary skills and knowledge so they can feel confident in their ability to fulfil their responsibility and duty to meet the needs of all students.
- Encourage parents to be fully involved in the education of their child.
- Listen to students so that their views and learning styles are considered.
- Liaise and work closely with colleagues in other agencies, including local primary schools and other colleagues to secure a smooth transition for students between significant educational stages.

Our objective is to raise the attainment of all students and to celebrate their successes. Where children have identified disabilities or individual needs we will:

- Meet the individual needs of each child as identified and, where appropriate, make a record in the Disability and Individual Needs Register.
- Work with students and staff to achieve the objectives set out in Education and Health Care plans (EHCPs).

- Listen to and give regular feedback to students regarding their progress.
- Meet on a regular basis with department representatives to provide support and guidance on how to implement the school's Individual Needs and Disability policy.
- Update and issue the Individual Needs and Disability Register and the Additional Needs list and alert staff to any additions and amendments.
- Alert staff to the Individual needs of any vulnerable student.

## Section 2: Definition of Special Educational Needs

The Special Educational Needs and/or Disabilities Code of Practice identifies four main areas of need as being Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and/or Physical. At Eggar's we try to consider the whole child, as not all barriers to learning are necessarily an indication of a student having SEN. The school will monitor students whose progress is less than expected and identify what the barrier to learning may be. Examples of these barriers may include poor attendance, punctuality, health, English as an Additional Language, being in receipt of Student Premium grant and being a Looked After Child and, while these barriers may not be an indication of a special educational need, may impact upon progress.

Poor behaviour is not considered to be a special educational need but the underlying reasons for such behaviour need to be considered.

## Section 3: Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

According to the Equality Act, impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:

- mobility,
- manual dexterity,
- physical co-ordination,
- continence,
- ability to lift, carry or otherwise move everyday objects,
- speech, hearing or eyesight,
- memory or ability to concentrate, learn or understand,
- perception of the risk of physical danger.

The Equality Act has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis.

Individuals with mental illness no longer must demonstrate that it is 'clinically well recognised'; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

#### Section 4: Eggar's School SEN Support

The allocation of resources to and amongst students experiencing Specific Individual Needs or disability:

In line with the school's aim and the Special Educational Needs Code of Practice, the school believes that children with specific individual needs, including children with Education and Health Care Plans should be educated alongside their peers and have access to a broad, balanced and relevant curriculum whenever this is possible, and such inclusion does not reduce the quality of the teaching and learning.

Resources are allocated in the following priority:

- Eggar's has a Hampshire Resourced Provision for Specific Learning Difficulties (Dyslexia). There are 10 places throughout the school.
- Provision required for students with an Education and Health Care Plan.
- A number of other students who have specific learning needs with reading, spelling, numeracy will receive additional support in targeted withdrawal groups within the Individual Needs department or, within the Maths or English department. The Individual Needs department, in line with the 2015 Code of Practice, will undertake a gradual, four-part cycle of assessment of an individual's additional needs. Once assessed a student will undertake a planned intervention, and this intervention will be reviewed on a timely basis to assess progress. If insufficient progress has been made, further assessments may be required, which may include the advice and guidance of other professionals, including specialist teachers.

#### Section 5: The Management of SEN Students' Needs at Eggar's School

- The Special Educational Needs Co-ordinator liaises closely with feeder schools in the summer term prior to children joining Eggar's to discuss the needs of students with identified and emerging special educational needs (SEN) and all other students deemed to be vulnerable.
- The results of the Key Stage 2 tests, GL Mathematics and English assessments, LUCID test and the CAT test carried out early in year 7 are used to help confirm the information from feeder schools and identify children with potential SEN.
- Children are monitored throughout their time at Eggar's School and further identification of children with a potential need may come from a variety of sources, such as:
  - Form Tutors
  - Progress Leaders
  - Subject Teachers
  - Specialist Teacher
  - Teaching Assistants
  - Individual Students
  - Parents
  - Outside Agencies (e.g., Children's Services Department, Child and Family Support, Police)
  - Annual reports and termly reviews

If, despite additional support and a differentiated approach within the classroom, the student is still not making the expected progress, the Special Educational Needs Co-ordinator will then have a discussion with parents and the student, review the work that has been done with the student so far,

investigate if the lack of progress in specific subject areas or across the curriculum, and issue advice and further advice and strategies to class teachers.

If, at this stage, it is thought that the student has a special educational need then this will be investigated and be discussed with the student, parents and teachers. If it is thought necessary, further advice will be sought from external agencies and professionals.

If, on further investigation, they are considered to have a special educational need this would be recorded in our SEN Register until such time as they are making expected progress and are no longer receiving SEN support. They would then be recorded on the Additional Needs List to ensure staff are aware there have been issues in the past.

However, should a student continue to not make adequate progress, the Individual Needs Co-ordinator, following discussion with parents and the student, may consider whether a request for an Education Health Care Plan assessment is appropriate.

### Section 6: Criteria for Exiting the SEND Register

Students will no longer be listed on the register once their progress and attainment prove to be at expected levels. A student will, however, remain on the register if they have a diagnosed learning need that requires continuous support, regardless of the student's progress and attainment.

### Section 7: Monitoring and Evaluating SEND

The school carefully monitors and evaluates the quality and efficacy of the interventions put in place on a student-by-student basis. The quality of teaching is regularly reviewed by formal lesson observations, peer observations, learning walks and book sampling.

Each curriculum area has a SEND representative who attends termly meetings with the Individual Needs department for INSET and feedback. Parents and carers are encouraged to contact the school through telephone calls, emails and consultation evenings and their views are listened to and considered.

There is also a link SEND governor, who regularly meets with the Special Educational Needs Co-ordinator to review provision.

### Section 8: How Eggar's School supports students and families

The school greatly values partnership with parents and wants all parents to be fully informed about their child's progress and to feel that they can consult staff if they have any concerns. The school strives to make all reasonable adjustments to enable all learners to attend, enjoy and achieve. Parents receive two Progress Reviews on their child each year and are invited to an annual meeting with their child's teachers. There are opportunities on these occasions to meet with the SENCo and/or Progress Leader. Other appointments may be made at mutually convenient times throughout the year to see a member of the Individual Needs Department to discuss any matters related to a child's individual educational needs.

Further details of how the school supports students and families can be found on the school's SEN information report on the school website. This also links to the local authority's local offer.

### Section 9: Supporting students with medical conditions

It is the aim of Eggar's school to help all pupils, including those with medical conditions, to reach their full potential so they can have full access to education, including school trips and visits and participate in physical education. It is our aim to build relationships with healthcare professionals and other agencies to ensure the best support for pupils with medical conditions. For further information on how the school supports students with medical conditions, please see the school policy Supporting Students with Medical Conditions.

As a school we will make sure that sufficient staff are trained to support any student with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical and /or personal care needs.

### Section 10: Training and Resources

Eggar's School believes staff development and training to be a very high priority. A variety of training opportunities take place every year to develop teachers' skills to teach students of all abilities, including those with specific individual needs. The department issues frequent tips, tricks and strategies to support SEND students. These are all available online for staff to review.

Teaching Assistants receive training appropriate to their individual role and the department and students they support.

All teaching and classroom support staff new into the school follow an induction programme which includes a session within the Individual Needs Department. Staff are shown where information and strategies on additional needs can be found and they are encouraged to talk to the members of the individual Needs team about the specific pupils they teach.

The school's Special Educational Needs Co-ordinator regularly attends the Local Authority's SENCo network meetings to keep up to date with local and national updates in SEND.

Training opportunities are provided throughout the academic year to ensure development of staff both within the Individual Needs department and other curriculum areas.

### Section 11: Roles and Responsibilities

All staff have responsibilities for students with individual needs and/or disabilities. The following, however, have specific roles and responsibilities:

#### Head Teacher

Has responsibility for the day-to-day management of all aspects of the school's work, including the provision for children's individual needs.

#### Governing Body

In co-operation with the Head Teacher, the Governing Body will understand their role in relation to students' individual needs, including disability. They will determine the school's general policy and approach to those children with individual needs and will ensure that appropriate staffing and funding is maintained for the department. The link governor for SEND is Mrs Linda Campbell.

### Special Educational Needs Co-ordinator (SENCO)

Has responsibility for the day-to-day operation of the school's Individual Needs and Disability Policy and the co-ordination of provision for students' individual needs. The Special Educational Needs Co-ordinator is Ms Catherine Vickers. She can be contacted via the school website.

### Teaching Staff

All teachers share responsibility for the teaching and progress of all children with various learning, behavioural, physical, sensory or emotional needs. All children are to be valued equally and all are entitled to access a curriculum which is broad, balanced and relevant, differentiated to meet the individual needs of the student. Subject leaders and all teachers have a responsibility to ensure this happens.

### Teaching Assistants

Under the supervision of the Special Educational Needs Co-ordinator, teaching assistants will support those students with identified individual needs, and all students in general within the mainstream classroom and within the body of the school. They will help monitor the progress of these students and keep relevant records so the Special Educational Needs Co-ordinator can monitor the effectiveness of the support provided. They will also oversee the intervention programmes under the guidance of the Special Educational Needs Co-ordinator and Specialist teacher.

The Designated Safeguarding Lead for the school is Shaun Laycock. The designated teacher for Looked After Children is Rob Bowen.

### Section 12: Arrangements for Considering Complaints

Normally the first stage of the procedure for handling complaints will be an informal discussion with staff at the school, if necessary, through the Individual Needs Co-ordinator and/or the Head Teacher. Where the issue is not resolved, the matter may then be the subject of a formal complaint under section 23 (1) of the Education Reform Act 1988, and if appropriate, referred to the Governing Body. If its investigations fail to provide a satisfactory response to the complainant, the complaint will then be referred to the LA. In this instance, the LA will follow the County Council's complaints procedure. Parents may also wish to contact SENDIASS, which is a free and independent service available to all parents or carers in Hampshire whose children have special educational needs. Please also refer to the school's Complaints Policy on the school website.

### Section 13: Storing and managing information

Eggar's School ensures that all SEND documentation is kept securely. Information is stored in line with our policies on data protection (GDPR) and confidentiality. These policies can be found on the school's website.

### Section 14: Accessibility

Much of the school is accessible at ground level. Areas on the first or second floors are accessible by staircases only. There is access for students and parent/carers with mobility problems into and around much of the school, although there is not easy wheelchair access for all buildings.

Designated parking bays are available for those with disabilities at the front and side of the main school building. Please also refer to the school's Accessibility Plan on the school website.

### Section 15: Bullying

At Eggar's we strive to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, school, work, in the local community or through social networking. Please refer to the school's Anti-Bullying policy on the school website.

### Section 16: Reviewing the Policy

This policy will be reviewed annually by the Special Educational Needs Co-ordinator and will be monitored and reviewed by the full governing body. The governor with special responsibility for the Individual Needs and Disability Policy is Mrs Linda Campbell.

### Section 17: Appendices

All policies referred to in the policy can be found on the Eggar's School website under '**Download Centre**'.