

Swanwick School & Sports College
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Special Educational Needs and Disability Policy
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Date	Review Date	Special Needs Co-ordinator	Nominated Governor
October 2023	September 2024	Charlotte Mckee	Karen Hudson

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age:
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided at SSSC.

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs that cross over more than one area, and their needs may change over time. The four main areas of need as set out on an EHCP include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The school will make reasonable adjustments for pupils with disabilities and supporting SEND.

Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Support and make provision for pupils with special educational needs and disabilities.
- Provide a broad and balanced curriculum that is adapted to the needs and abilities of all pupils at SSSC.
- Support all pupils to fulfil their aspirations and achieve their best and support them in a successful transition to adulthood.
- Ensure all pupils at SSSC can take a full and active part in school life and the whole school community.
- Communicate with pupils at SSSC and their parents/carers to be involved in discussions and decisions about provision for pupils at SSSC.
- Make sure the SEND policy is understood and implemented consistently by all staff.

Admissions

- All pupils attending SSSC will have an Education Health Care Plan.

Procedure:

Role of the Governing Body

The Governing Body is responsible for making sure the following duties are carried out, though the duties may be delegated to a committee or an individual. The Governing Body:

- Has a nominated Lead Governor who visits the school regularly and works with the Co-Headteachers and Senior Leadership Team.
- Monitor the quality and effectiveness of SEND provision within the school.
- Has regard to the Code of Practice when undertaking its responsibilities.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Ensures that information including policies are published on the school's website
- Has responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Co-Headteachers

The Co-Headteachers will:

- Ensure all school personnel, pupils and parents/carers are aware of and comply with this policy.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring budgets and funding allocated by the LA to support pupils with SEND.

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- Ensure that the daily management of special educational needs provision is effective.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs.
- Work with the Senior Leadership Team, SENCO and Deputy SENCO along with the teaching and support staff to provide specific training needs and support all pupils with SEND.
- Monitor the effectiveness of this policy.
- Produce reports to be shared with the Governing Body for pupils with SEND.
- Produce a SEN report that will be made available on the school website.

Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- work with the Co-Headteachers to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school alongside the SLT
- provide guidance and support to all staff;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- work with feeder or transition schools
- annually report to the Governing Body on the success and development of special educational needs
- work with outside agencies to support the special educational needs of our pupils.

Role of staff at SSSC:

Staff are responsible for:

- Knowing that all pupils who attend SSSC have an EHCP that is reviewed annually.
- Being aware this policy and implementing it to support all pupils at SSSC.
- Planning, providing and supporting the delivery of high quality teaching that is aspirational, relevant and purposeful for all pupils at SSSC.
- The progress and achievement of pupils that they teach/support.
- Communicating with parents/carers.
- Writing and reviewing Risk Assessments and Positive Handling Plans as required in line with SSSC's procedures.
- Attending weekly CPD meetings and INSETS and additional training as required.

Role and Rights of Parents/Carers

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.
- to attend consultation events and annual reviews

Role and Rights of Pupils

Pupils will always be given the opportunity to provide information and express their views. At SSSC we believe in pupil voice and have half-termly School Council meetings.

We want all pupils at SSSC to:

- Access a high-quality curriculum that is adapted to their learning.
- Have a go at a wide range of opportunities made available to them during their time at SSSC.
- Be able to explain their strengths and difficulties.
- Contribute to setting targets and/or outcomes.
- Provide their views for Annual Reviews.

Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Group Education Plans to enable staff to successfully support pupils around school.

Range of Provision

At SSSC we have two Pathways to ensure we offer a tailored curriculum for our pupils. These Pathways are Cognition and Nurture. The majority of our pupils attend the Cognition Pathway with our Nurture Pathway designed to meet the needs of our pupils with the most complex of needs.

At SSSC all pupils are assigned to a class/year group where typically a class will have a teacher and one teaching assistant. Teaching Assistants will support pupils either during whole class teaching or as part of smaller groups.

Identification, Assessment and Level of Intervention

At SSSC although all pupils have an EHCP it is important that all staff have the necessary observational skills to identify any changes to a pupils attainment and/or behaviour that could be the result of an undiagnosed SEND.

An Education Health Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs. At SSSC this may include SALT and/or OT support.
- state the views and aspirations of the child and parents/carers.

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- Provide details of personal budgets if applicable.

The Annual Review will:

- review the provision made for the pupil
- consider ending, continuing or amending the existing Education Health Care Plan.
- Collect pupil and parent/carer views.
- Review outcomes on the EHCP and make recommendations to update as required.

Partnerships

We believe that a close partnership with **parents/carers** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedure

Parents/Carers who have a grievance or complaint about their child's SEN provision are encouraged to ask for a mutually convenient meeting with a member of the Senior Leadership Team in order to help resolve the issue. If required they will be referred to the school's complaints procedure.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and schools about the special educational provision made for their child.' (SEN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- All staff Inductions

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Monitoring:

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **SEN policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

Co-Headteacher:		Date:	
Chair of Governing Body:		Date:	

Links with Other Policies:

- Accessibility Plan
- Behaviour and Attitude to Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaint Procedure