

Sydenham School

SEND Policy

Updated June 2020



Headteacher: Gloria Lowe

Key SEND Personnel:

Academic year	Designated Senior Lead	SENCo	SEND Governor	Chair of Governors
2019/20	Emma Quartey	Sarah Henry	Philippa Yeoman	Sarah Armstrong
Contact Tel	020-8699-6732 Ext 436	020-8699-6732 Ext 450		

Sydenham School

SEND Policy

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Set out the vision, values and broader aims of the school for students with SEND.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy should be read in conjunction with the following school policies: Accessibility Plan, Equality Policy, Behaviour Policy, Homework Policy, Complaints Policy and the Safeguarding policy.

3. Definitions

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEND Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...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' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2014, p16)*

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sarah Henry

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the Headteacher, SENCO and Designated Senior Lead to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. The kinds of special educational need for which provision is made at the school

As an inclusive school, at Sydenham we make provision for every kind of frequently occurring Special Educational Need and Disability with or without an Education, Health and Care Plan, for instance Cognition and Learning; Speech Language and Communication Needs; Sensory and/or Physical needs and Social Emotional and Mental Health needs. (See Appendix 1 for more detail on the areas of need) There are specific Special Educational Needs and Disabilities which do not occur as frequently as others which staff are less familiar with, so we always provide advice and when necessary, training to ensure that any specific needs can be understood and met by staff.

The school endeavours to meet the needs of students with an Education, Health and Care Plan. Decisions on the admission of students with an Education or Health and Care plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

6 Information about the policy for identification and assessment of students with SEND

At Sydenham School we adopt a graduated approach to supporting students with SEND. We review the academic progress of students at each track point throughout the year; where progress is not sufficient, even if special educational needs have not been identified, we will enable the student/s to catch up. This is delivered via high quality teaching, differentiated for individual students, in the first instance. After each reporting track period, the subject leader will discuss the progress of students who are not achieving their targets and interventions will be initiated and monitored. These interventions can include differentiated work, specialist literacy or numeracy support, speech language and communication needs intervention, social and emotional group work, mentoring, study support, homework or study clubs and revision skills sessions. We may also screen some students to rule out specific needs. Screeners are not diagnostic; a diagnosis requires external professional formal assessment.

At this point the student is likely to be recognised as having a Special Educational Need because the school is making special educational provision for the student which is additional to and different from what is available to meet the needs of the majority of students.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the student as having special educational needs and she will be identified on the SEND register at the level of 'SEN support'. If the student is able to maintain good progress without the additional and different resources, she will not continue be identified with special educational needs. When any change in identification of SEND is made, the student, parents and teachers will be informed.

Students who continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness and personalised intervention may require further action. For these students, and in consultation with parents, we may choose to refer the student for exploration of needs by an external professional to provide us with tailored strategies or to determine the basis for the barrier learning. At Sydenham School we have access to a range of external advisors including the Educational Psychology Service, Drumbeat Specialist ASD (Autistic Spectrum Disorder) Teachers, New Woodlands Outreach teacher, Specific Learning Difficulties Team and CAMHS (Child and Adolescent Mental Health Service) professionals. In addition, we have an in-house Speech and Language Therapist who also practices within five of our feeder primary schools.

The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make improved progress. The results will be shared with the student and parents who will be actively involved in decision-making and contribute to the student's SEND profile/IEP (Individual Education Plan). The provision will be reviewed regularly and where necessary the profile/IEP will be refined.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. This is done using a variety of training and access to student SEND profiles/IEPs. These SEND profiles/IEPs identify needs and strategies to support staff in planning and delivering provision for individual students.

The impact of the support provided by the Inclusion Faculty, is rigorously evaluated in conjunction with the Whole School Track Data to measure the effectiveness of each intervention. Swift adjustments are made to address individual SEND student needs.

6. Provision for students with SEND

6.1 How the school evaluates the effectiveness of its provision for such students

The progress of SEND students is monitored through the tracking data, individual intervention data and the SEND profile/IEP and provision for individual students is revised where necessary.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and that of their peers
- Widens the attainment gap

In addition, those students with an Education, Health and Care Plan have an annual review of the provision made for the child, facilitating an in depth evaluation of the effectiveness of the special provision.

6.2 Arrangements for assessing and reviewing the progress of students with SEND

Every student in the school has their progress tracked and reported during the year. In addition to this, students with special educational needs may have further assessments of literacy and numeracy progress etc. It will therefore be possible to see if students are increasing their level of skills in key areas.

If the assessments of the key areas do not show adequate progress is being made, the SEND provision will be reviewed and adjusted, as will the SEND Profile/IEP.

6.3 The school's graduated approach to teaching students with SEND

'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.' *SEND Code of Practice (2015, 6.37)*

At Sydenham School, the quality of teaching for all students, including those at risk of underachievement is regularly and carefully reviewed and staff are supported to develop their teaching practice. This includes reviewing and, where necessary, improving, teachers' understanding of strategies, through CPD and detailed advice to identify and support vulnerable students and their knowledge of the SEND most frequently encountered

6.4 How the school adapts the curriculum and learning environment for students with SEND

At Sydenham School we follow current expert advice on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of any internal or external professional assessments and the strategies described in Education, Health and Care Plans.

We make the following example adaptations to ensure all students' needs are met:

- Differentiating lessons to ensure all students are able to access them for example, by grouping, 1:1 work, adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or the use of a larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

6.5 Additional support for learning that is available to students with SEND

As part of our budget we receive identified SEND funding. This funding, in conjunction with the wider school's budget, is used to ensure high quality teaching across the school and that there are sufficient resources to deploy additional and different teaching and resources for students requiring SEND support. The amount of support and intervention required for each student to make good progress will be different in each case and will be recorded on the provision map.

6.6 How the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Sydenham School are available to students with SEND either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available, to provide additional adult support to enable the safe participation of the student in the activity.

6.7 Support that is available for improving the emotional and social development of students with SEND.

At Sydenham School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance in PSHE and tutor time and indirectly with every conversation/interaction adults have with students throughout the day.

For some students with the highest need for support in this area, we also provide the following: KS3 and KS4 mentoring; Social, Emotional, Behavioural and Mental Health support through targeted interventions, access to 'Step-by-Step' and lunch club, Youth Coach, New Woodlands Outreach, Compass Counselling or the Educational Psychologist.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond those required by the majority of students in the school.

7. Key Contact Details

The SENCO at Sydenham School is Mrs Sarah Henry, who is a qualified teacher and has applied to gain the National Award for SEND Co-ordination. Mrs Sid Robinson is the Curriculum Leader for Inclusion, a qualified teacher and has been accredited with the National Award for SEND Co-ordination from Canterbury University.

Sarah Henry is available on 020 8 699 6731 ext 450

Sid Robinson is available on 020 8 699 6731 ext 462

8. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will endeavor to purchase it using the SEND funding, or through a loan. For highly specialist communication equipment the school will seek the advice of the Local Authority.

9. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Sydenham School are invited to discuss the progress of their child at the appropriate parents' evenings throughout the year and receive progress reports during the year. In addition we are happy to arrange meetings outside of these times.

If following any implementation of additional SEND provision, improvements in progress are not seen, we will contact parents to discuss the way forward and review the SEND profile or IEP, this may also include referral for external reviews/assessments. The resulting outcomes of any reviews/assessments will help us to better address the student's needs.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review meeting, which, wherever possible will also include other agencies involved with the student. All information will be made accessible for parents.

9. The arrangements for consulting young people with SEND about, and involving them in, their education

When a student has been identified as needing 'SEND support', the student will be consulted about and involved in the arrangements made for them. Student voice is also taken into account when evaluating the effectiveness of provision. Parents are likely to play a more significant role at the start of a student's time at Sydenham School with the young person taking increased responsibility, contributing more and acting with greater independence in later years.

10. The arrangements made by the governing body relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school

Complaints about SEN provision in our school should be made to the SENCo or Curriculum Leader for Inclusion in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

We encourage parents to discuss their concerns with the SENCo or Curriculum Leader for Inclusion to resolve the issue before making a formal complaint to the Chair of Governors.

There are some circumstances, usually for children who have an EHC Plan, where there is a statutory right for parents to appeal against a decision by the Local Authority. Complaints which fall within this category cannot be investigated by the school.

11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with SEND and in supporting the families of such students

The governing body has engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service for 3 days per term.
- Link to Services for children with disabilities, learning difficulties or life-limiting conditions for support to families for some students with high needs .
- Access to local authority's service level agreement with Drumbeat Specialist ASD School Outreach - 3 days per term
- Access to local authority's service level agreement with the SpLd team (Dyslexia support) - 2 visits per term.
- A Service Level Agreement with the New Woodlands Outreach Service- 2 hours per week.
- Access to assessment and support from a Speech and Language Therapist (1 day per week).
- Ability to make ad hoc requests for advice from the local authority SEND Advisors.

12. The school's arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living

The SENCO, Inclusion Team and the Pastoral Team liaise closely with staff within the Primary Schools to ensure that appropriate provision for students is in place when students arrive into KS3. This is to ensure that the students experience a smooth and seamless transition into Secondary School.

In year 8, in the lead up to the transition to KS4 in year 9, the SENCo ensures that all students with SEND and parents are supported where necessary, in their choices of courses. For some students, a Support Option pathway is available providing additional support in EAL, English and Maths. This additional support is monitored regularly to ensure that the provision is impacting positively on the students' learning.

At KS4 the SENCo and the Inclusion Team work closely with many students and families to ensure they are informed of the local Post 16 provisions available to them. The SENCo can support with arranging visits for SEND students to further education establishments so that they are able to familiarise themselves with the environment and the courses on offer.

The SENCO ensures that all key information is passed on, where possible, to the students' Post 16 destinations, organising transition meetings with key staff, if necessary.

13. Information on where the local authority's local offer is published.

The Local Authority's local offer is published on their website, Lewisham.gov.uk , <http://www.lewishamlocaloffer.org.uk/#/> and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Appendix 1: Broad areas of need (Extract from the SEND Code of Practice 2015)

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.