SUNBURY MANOR SCHOOL

SEND Policy

Statutory Policy for Academies
Sunbury Manor School
SEND Policy

Sunbury Manor School is a mixed comprehensive school for students from eleven to sixteen years of age. All staff aim to enable all students to achieve their full academic potential, as well as addressing their social development.

All staff work to ensure that students will be able to attend, achieve, be happy and succeed. We recognise the unique contribution each individual can make to both the school and the wider community. We have high academic aspirations for all and celebrate individual differences in ability, aptitude and skills.

Every teacher is a teacher of every student, including those with SEND.

All non-teaching staff are committed to the development of all students, including those with SEND.

Definition of SEND

At Sunbury Manor School, we use the definition for SEN and for disability from the SEND Code of Practice 0-25 (July 2014).

SEN: A child or young person has special educational needs if be or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

However:

'Whether or not a child has SEN depends both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school, but not another'.
DfEE: Excellence for all (1997)

Disability: Many children and young people who have SEN may 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-day activities. (SEND Code of Practice 0-25 (2014))
Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) has the day to day responsibility for the operation of SEND policy and is responsible for the co-ordination of specific provision made to support individual students with SEND, including those with an Education Health and Care Plan (EHCP). Part of the role of the SENCo is to co-ordinate arrangements with support staff, subject teachers, tutors, the Inclusion Team and Heads of Year regarding those students with SEN and disabilities.

SENCo: Ms Alexa Clarke
Contact details: aclarke@sunburymanor.surrey.sch.uk or telephone - 01932 766056.
National Award for SEN Co-ordination: awarded in March 2012, Middlesex University.

SEND SLT Champion: Head teacher, Mrs Louise Duncan

Head of Communication and Interaction Centre (COIN): Mrs Jane Tyrrell

Safeguarding and Inclusion Manager: Mrs Carol Fagan. Mrs Fagan is also responsible for managing PP/LAC funding.

The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Ms Laura Timbs

The Learning Support Faculty

The Learning Support Faculty consists of two areas: Learning Support, including support for those with physical disabilities and the Communication and Interaction Centre (COIN), a specialist centre for students with communication and interaction difficulties.

The Faculty is led by the SENCo, Ms Alexa Clarke.
The Head of the COIN is Mrs Jane Tyrrell.

The COIN Centre provides for students who can access mainstream lessons and study the full component of subjects, but require additional specialist support to achieve their academic potential. The young people who access the Centre have an Education Health and Care Plan arranged through Surrey County Councils SEND service. A student’s primary need will be Speech, Language and Communication Needs (SLCN) perhaps (but not always) as part of an Autistic Spectrum Disorder, or a Specific Learning Disability (SPLD). The Centre is not a
separate resource base but located in the main school building, as part of the Learning Support Faculty.

Faculty Teaching Assistants are predominantly timetabled to support students in a specific curriculum area: English, Maths, Science, Humanities, ICT and Technology.

Learning Support Assistants support students across the curriculum.

Support Staff facilitate students who have EHCPs for physical disabilities access the curriculum and the physical environment. They may deliver physiotherapy programmes for named individuals at the direction of a NHS Physiotherapist.

Access for All

Sunbury Manor School acknowledges its duty under the Equality Act 2010 to make ‘reasonable adjustments’ for students with a disability and has an ethos of inclusion for all of its students across the curriculum.

We have an adapted mini bus, ramps and handrails and a lift for people with a physical disability. The school has due regard and consideration to students with additional needs.

Safeguarding and Child Protection

Sunbury Manor School recognises that for all our students, rigorous safeguarding practice is essential.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of all children (this means every child, regardless of age, ability, race, culture, religion, sexuality or class); and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or may be children in need.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Staff and the Governing body recognise that safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- Pupil Health and Safety
- Bullying (including homophobic, gender related and transsexual bullying)
- Racist abuse
• Sexual Exploitation and grooming
• Radicalisation
• Harassment and discrimination
• Use of physical intervention
• Meeting the needs of pupils with medical conditions
• Providing first aid
• Drug and substance misuse
• Educational visits
• Intimate care
• Internet safety – to include cyber-bullying
• Local specific issues i.e. going on activities/educational visits
• School security
• Having due regard to students additional needs

Compliance

This policy was created by the SENCo in liaison with the Leadership Group, the Governing Body and representative staff. We received advice from Surrey County Council Education Psychology Service and SEN Advisors, through SENCo Network Meetings.

It is written in line with all current policies and procedures at Sunbury Manor School in May 2017.

The policy reflects the statutory guidance set out in the *Special Educational Needs and Disabilities Code of Practice 0-25 years (July 2014).* It is written with references to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEN and Disability – a guide for parents and carers (2014)

This policy can be accessed through the school website at [http://www.sunburymanor.surrey.sch.uk/information/SEND](http://www.sunburymanor.surrey.sch.uk/information/SEND) and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.
Aims and Objectives

Our Aims:

At Sunbury Manor School, all staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, moral and academic development of all students.

All students are provided with Quality First, inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give students with SEND the support they need (SEND Code of Practice 0-25 (July 2014) 6.2)
- Ambitious educational and wider outcomes will be set for them.
- We want all students to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Our Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for students who have special educational needs and disabilities with students and their parents/carers at the centre. (SEND Code of Practice 0-25 (2014) 6.14)
- To maximise the opportunities for students with special educational and additional needs to access all aspects of school life.
- To develop effective whole school provision management of universal, targeted and specialist support for students with special educational needs and disabilities.
- To ensure that all students have access to a broad and balanced curriculum that is appropriately differentiated according to individual students need and ability.
- To encourage students to develop confidence in their own capacity to achieve and to recognise and value their own contribution to their learning and personal development.
- To encourage effective communication between parents/carers and school staff.

Quality First Teaching
Teachers provide good quality personalised teaching for all, differentiating according to individual need. Teachers have high expectations for every student, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious and monitor student progress. This is the first step in responding to students with SEND.

Teachers are responsible and accountable for the progress and development of all the students in their classes including where students access support from teaching/learning/welfare assistants, the 1:1 Intervention Team or specialist staff.

In addition to weekly Learning Walks by subject leaders and the Leadership Team, teachers are observed three times a year in accordance with the school’s performance management cycle. This ensures the quality of teaching of all students is regularly reviewed throughout the academic year.

**Target Setting and Measuring Progress**

On entry to KS3, all students sit the full suite of CATs tests to provide us with baseline and further age-related data. In addition to KS2 results, this data is used to set each student a minimum end of KS4 GCSE Target grade for each subject.

Target grades are shared with students, teachers and parents/carers so that all know the minimum expectations of what should be achieved by the end of KS4. Progress is measured against this target grade each term to determine whether each student is on track to achieve the expected minimum by the time they finish KS4.

**Screening**

All students in Years 7 and 8 are assessed for reading, reading comprehension and spelling using the Lucid Exact Screening programme. In Year 9, an additional assessment re: writing speed is completed as part of our screening for exam Access Arrangements (AA).

Some students will receive further assessments of their literacy/processing skills/handwriting/executive functioning by a Specialist Teacher, in order to identify any gaps of knowledge or underlying learning difficulty.

For students on the SEND Register, additional monitoring of progress take place. Students and their parents/carers have the opportunity to meet Learning Support teaching staff as needed, including at Parents Evening. For those with EHCPs, we hold the the Annual Review at the most pertinent time of the year, depending upon Year Group or individual need.

The school’s SEND Information Report and Whole School Provision Overview provides additional information about how we support students with SEND to achieve their full
Identification of Need

Although many students will have made sufficient progress at primary school to be removed from the SEND register before joining secondary school, the majority of students on the SEND register at Sunbury Manor School are identified at primary school and remain under the category of **SEN Support** in Year 7.

For some young people, difficulties only become evident as they develop (*SEND Code of Practice 0-25 (July 2014) 6.20*). We may identify students with SEND through the provision of information by parent/carers, through the school’s assessment procedures, or through the raising of concerns from members of staff.

**All students on the SEND Register** have one or more of the following:

- a *formal diagnosis* of a cognition and learning (C&L), communication and interaction (COIN) social/emotional/mental health (SEMH) or sensory/physical difficulties (S/PD)
- a *history of intervention* with regard to any of the above. For those at KS3, a history of primary school interventions and for KS4, interventions at KS3. The history of intervention demonstrates that students need something “additional to and different from” their peers
- a standard score of below 85 or below for reading/reading comprehension
- a standard score of below 80 for spelling

**Provision**

Any decision to make special educational and/or disability provision is taken involving the teachers and SENCo, who consider all of the information gathered from within school about the student’s progress based on their age, starting points and any standardised scores. This is also compared to national data and expectations of progress.

The SEN Code of Practice states that “*special educational provision* means *educational or training provision that is additional to or different from*, than made generally for others of the same age in a mainstream school setting in England.” A diagnosis in itself is not necessarily indicative of a student needing additional support.

Being listed on the SEND register does not automatically mean the student requires an additional costed provision. We interpret the phrase “additional to and different from” as referring to a *spectrum of provision*; from the low-level information-sharing of needs/strategies via
the SEND Register/SIMs/PARS to a costed provision such as 1:1 withdrawal with a Specialist Teacher.

*Where students have a higher level of need,* we work in partnership with other specialist professionals and agencies to assess this need. This includes the Surrey Educational Psychologist service, Surrey Physical Support Service, NHS Speech and Language and CAMHS. External agency recommendations, as well as the views of the student, the parents /carers will also be taken in to consideration when developing special education or disability provision for a student.

For some students, a Surrey SEND Arrangements Plan may be put in place, setting out individual, long-term outcomes. However, the majority of students have sufficient targets from their subject teachers and Heads of Year.

**A Graduated Approach to SEND Support**

The image below demonstrates the new, whole school approach to SEND support, as set out in the *SEND Code of Practice 0-25 (July 2014).*
This SEND support takes the form of a four-part cycle: assess, plan, do, review (see image above).

**Assess**
We ensure that we regularly assess all students’ needs so that each young person’s progress and development is tracked. In some cases we will draw on assessments and guidance from other educational professionals. We aim to listen to the views and experiences of the young person and their parents/carers.

**Plan**
Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified (*SEND Code of Practice 0-25 (July 2014) 6.48*). For those with a higher level of need, key staff and the SENCo, along with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. For some students, this will take the form of a Surrey County Council Pathway Plan but the majority of students will have their information and support outlined on the SEND Register and SIMS (the school’s information system) (*SEND Code of Practice 0-25 (July 2014) 6.49*) ensuring all staff who work with the young person will be made aware of the support. Parents/Carers will be asked to share in the monitoring of progress through any learning at home.

**Do**
The subject teachers are responsible for working with the student on a regular basis. (*SEND Code of Practice 0-25 (July 2014) 6.52*). They will liaise closely with staff who provide support and monitor the progress being made. The SENCo will provide support, guidance and advice. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

**Review**
The plan, including the impact of the support and interventions, will be reviewed termly by key staff, parents/carers and the student. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEND Support. For students with an EHCP, the local authority **must** review the plan at least annually. (*SEND Code of Practice 0-25 (July 2014) 6.56*)

**SEND Support** can take many forms and **could include**:
- strategies and recommendations shared with teaching and support staff to ensure the students’ needs can be met within the inclusive classroom
- a tailored learning programme for the young person
- extra help from a teacher or learning support assistant
- making or changing materials and equipment
- working with the young person in a small group
- observing the young person in class or at break and keeping records
• helping the young person to take part in class activities
• making sure that the young person has understood things by encouraging them to ask questions and to try something they find difficult
• supporting the young person at break times
• supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
• time bonded interventions
• parents/carers reinforcing learning at home

(SEN and Disability – a guide for parents and carers (2014) p.30)

Education, Health and Care needs assessment

Despite high quality teaching and purposeful intervention, through the school based core offer, a small number of young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress in multiple areas, given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based core offer (see figure 1) - i.e. the cost of the necessary arrangements would exceed £6,000. (Surrey County Council, The Right Support at the Right Time p5).

The decision to apply for an Education, Health and Care needs assessment would be made by key staff, the SENCo and parents/carers.

Four Broad Areas of Need

The SEND Code of Practice 0-25 (July 2014) outlines four broad areas of need.

Communication and Interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Young people with an Autistic Spectrum Disorder are likely to have particular difficulties with social interaction, language, communication and imagination, which can impact on how they relate to others and how they access the curriculum.

Cognition and learning

Young people who learn at a significantly slower pace than their peers, even with appropriate differentiation may be described as having a learning difficulty. (SEND Code of Practice 0-25 (July 2014) 6.30) Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD) which affect all areas of the curriculum and Specific Learning Difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range
of conditions such as dyslexia, dyscalculia and dyspraxia. Some young people may have Severe (SLD) or Profound and Multiple Learning Difficulties (PMLD).

**Social, emotional and mental health difficulties**

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 young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. *(SEND Code of Practice 0-25 (July 2014) 6.32)*

**Sensory and/or physical needs 6.34/6.35**

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. Some young people with a physical disability (PD) such as cerebral palsy require additional ongoing support and equipment to access all the opportunities available to their peers, including those with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). *(SEND Code of Practice 0-25 (July 2014) 6.34&6.35)*

At Sunbury Manor School, we identify the needs of each student holistically. This in turn will lead to the setting out of arrangements we will put in place to address these needs. For the majority of students with Special Educational Needs, the most important provision will be ensuring that their teachers and any additional key staff are informed of the student’s needs and the strategies which enable them to learn to the best of their ability. Most arrangements will be in class, with a focus on inclusive teaching which addresses a student’s potential areas of difficulty and aims to remove barriers to student achievement *(SEND Code of Practice 0-25 (July 2014) 6.12)*

**Students with Medical Conditions**

Our school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together their health and social care needs, as well as their special educational provision and the SEND Code of Practice (July 2014) is followed.

**Reviewing the SEND Policy**

In line with all school policies, the SEND policy will be kept under regular review by Alexa Clarke, SENCo, Louise Hirst, SEN Governor and the Governing Body. The SEN information report will be updated annually and published on the school’s website:  
http://www.sunburymanor.surrey.sch.uk/information/SEND
If parents have comments, compliments or concerns that they would like to share, these should be addressed to the SENCo in the first instance.

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