



# **SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY**

<b>School Staff were consulted on this document and it was accepted by the Trust</b>	<b>December 2018</b>
<b>Review Cycle</b>	<b>3 Years</b>

## THE TRUST SCHOOLS' POLICY for SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT

### **Purpose:**

This policy explains how the school supports our students with Special Educational Needs and Disabilities (SEND) and is guided by the Special Educational Needs and Disabilities Code of Practice (COP) (Updated 2015) and relevant legislation.

### **The Policy:**

It is the policy of the Trust to make provision in accordance with:

- Special Educational Needs and Disability COP (Published 2014 – Updated May 2015)
- Children and Families Act (2014)
- Education Act 1996, and subsequent Education Acts 2002 and 2011
- Equality Act (2010)
- Discrimination and Disability Act (2006)

### **The Rationale:**

The school is committed to ensure that all students are able to participate fully in a differentiated curriculum, including the National Curriculum enabling their true potential to be used to maximise their achievement.

The school is guided by the definition of Special Educational Needs:

*'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.'*

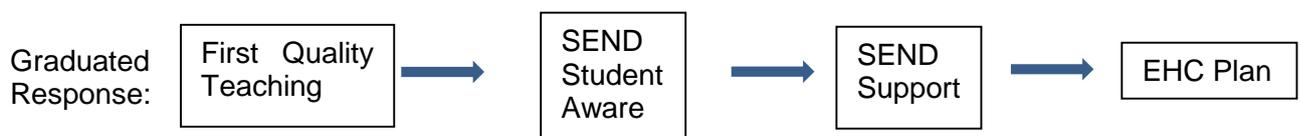
A child has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of their peers, or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age

The school is willing to make provision as it can reasonably resource to provide support available, in consultation with parents and carers. This policy is supplemented by the school's SEND School Offer and Information Report, and should be read in conjunction with this document.

The school also follows the Progression Guidance from Essex Local Authority to assess young people and to place them on the school's SEND register and/to make an application for an Education, Health and Care Plan.

In addition, the school follows the Graduated Approach that is detailed in the Code of Practice (Updated 2015) for all students on our SEND register and strives to deliver differentiated quality first teaching as a priority for all students, including those with SEND.



## Guiding principles:

The school aims to meet the needs of any student whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction with regard to students who have SEND. No student can be refused admission solely on the grounds that he/she has SEND, *except* where the student is the subject of an Education, Health and Care Plan under sections 33 and 39 of the Children and Families and the Local Education Authority has indicated that the provision required is incompatible with that available at the school.

All members of the teaching staff are regarded as teachers of students with SEND and play an important part in the inclusive ethos we promote at school and delivering First Quality Teaching to all students. The school supports the principles in the Code of Practice (Updated 2015): *'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.'* (Code of Practice (Updated 2015), section 6.36).

Subject teachers are at the heart of the new SEND Support, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO, specialist staff and teachers who *'play a central role constantly reviewing and monitoring progress and setting targets for the child.'* (Code of Practice (Updated 2015), section 6.45-6.56).

The school is committed to providing teaching staff with training specifically for the purpose of supporting students with SEND, with specialised training sessions with the SENCO and specialist teachers.

The school will use strategies of assessment and monitoring as laid down by the Code of Practice (Updated 2015). Guidance on the identification and assessment of students' educational needs, including requesting a statutory assessment for an EHC Plan is given in the 'School Offer and SEN Information Report' <http://www.st-martins.essex.sch.uk/SEND-Provision>

Those responsible include:

- The Headteacher who has overall responsibility for the provision of SEND in the school.
- The SENCO is responsible for the day-to-day provision of SEND in the school including:
  - Assess, review and support classroom teaching and progress of students with special educational needs using the graduated approach
  - Manages and coordinates the needs of students who qualify for SEND support
  - Working with parents and carer and students in planning, provision and reviewing progress of students with SEN and agreeing achievable outcomes for our students with SEND
  - Maintaining and recording all relevant SEND paperwork
  - Liaising with external specialists, especially in supporting the needs of children and young people are identified as early as possible and to put in early interventions to support them wherever possible
  - Collaborating with Education, Health and Social Care services
  - Focus on inclusive practice and removing barriers to learning

To contact the SENCO:

Email address [enquiries@st-martins.essex.sch.uk](mailto:enquiries@st-martins.essex.sch.uk)

Telephone number 01277 238300

The school values the importance of supporting students with a special educational need to improve and progress their development under each of the 4 categories of need as outlined in sections 6.28-6.35 of the Code of Practice (Updated 2015):

1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory and/or physical needs.
- A named Governor oversees SEND in the school.
  - Arrangements for considering complaints about special educational provisions at St. Martin's School are in compliance with the school's complaints procedure policy.

**Related documents:**

SEN School Offer and Information Report – <http://www.st-martins.essex.sch.uk/SEND-Provision>

Disabled Access – <http://www.st-martins.essex.sch.uk/disabled-access>

**Review:**

This policy will be reviewed triennially at a meeting of the Learning and Standards Committee in the Autumn term.