



*Tomlinscote School
&
Sixth Form College*

Special Educational Needs and Disability Policy

Policy Type:	Mandatory
Approved By:	Teaching & Learning Committee
Effective From:	January 2016
Revision Date:	January 2019

Introduction

This policy has been written for governors, staff and parents of Tomlinscote School and Sixth Form College by the school's Head of Learning Support (SENCo) to fulfil the requirements laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- i. Equality Act 2010: advice for schools DfE (February 2013)
- ii. Special Educational Needs and Disability Code of Practice 0 – 25 (September 2014)
- iii. Schools SEN Information Report Regulations (April 2014)
- iv. Statutory Guidance on Supporting pupils at School with Medical Conditions (September 2013)
- v. The National Curriculum in England Key Stage 3 and 4 Framework Document (2014)
- vi. The Right Provision at the Right Time; Surrey County Council (April 2014)
- vii. Teachers Standards (2012)
- viii. Tomlinscote School and Sixth Form College Safeguarding Policy
- ix. Tomlinscote School and Sixth Form College Accessibility Plan

This policy was created in partnership with the:

- SEND Governor and Governing Body,
- The Executive Principal and Senior Leadership Team
- The Head of Learning Support
- Representative staff
- SEND Working Parting

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2014).

Section 1: The Co-ordination of SEND

Key Roles and Responsibilities (see Appendix One)

The Role of the Governing Body

The Governing Body is responsible for:

- i. Making sure that the SEND Policy is fully implemented and is regularly reviewed;
- ii. Making sure appropriate funding for the delivery of the SEND Policy is provided;

The Role of the Executive Principal/Head of School

The Executive Principal/Head of School are responsible for:

- i. Ensuring that the Governing Body are fully informed about SEND provision within the school;
- ii. Providing oversight of the implementation of the SEND Policy;

The Role of Head of Learning Support (SENCo)

The role of the Head of Learning Support is to co-ordinate the school's strategy for SEND and to support governors and fellow teachers in delivering a differentiated response to the continuum of student needs. The Head of Learning Support is responsible for:

- i. Managing the day-to-day operation of the school's SEND policy;
- ii. Co-ordinating provision for students with special educational needs;
- iii. Liaising with the parent(s)/carer(s) of students with special educational needs;
- iv. Maintaining the records of all students with special educational needs;
- v. Liaising with the Senior Leadership Team, Heads of Year and Form Tutors
- vi. Working with the Executive Principal/Head of School and Governing Body to advise on the strategic development of the SEND Policy;
- vii. Liaising with and advising Heads of Department and teaching staff;
- viii. Managing the Learning Support staff;
- ix. Contributing to the continuing professional development of staff;
- x. Liaising with partner schools over new admissions and with local Colleges over 16+ progression;
- xi. Liaising with external agencies including the Local Authority's Multi-Professional Team, health services and voluntary bodies.

The Role of Teachers

Teachers are responsible for:

- i. Liaising and working closely with the Head of Learning Support to ensure students with SEN and disabilities are fully supported in achieving their potential;
- ii. Implementing school procedures for identifying and providing for students with SEN and disabilities;

Section 2: Aims and Objectives

The policy is in keeping with the school's aims, its teaching and learning policies and its policies on equal opportunities and inclusion. The school is committed to a policy of inclusion in which the teaching, learning, achievements, attitudes and well-being of all students are important, including those students identified with special educational needs and disabilities. The management and deployment of the school's resources are designed to ensure that all students' needs are met. Every teacher is considered to be a teacher of SEND and the school aims to meet the needs of all students, including those with special educational needs.

Our Aims

At Tomlinscote School and Sixth Form College all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The school aims to raise the aspirations and expectations for all students with SEND and remove barriers to learning ensuring that all students reach their potential.

- We expect that all students with SEND will meet or exceed the high expectations set for them based upon their age and starting points;
- We will use our best endeavours to give students with SEND the best support that they need;
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your son or daughter;
- We aim to instill a sense of self-belief and confidence which will enable students to feel safe, be healthy, enjoy and achieve and make a positive contribution within the community and society;
- We want all students to become confident individuals who will be able to make a successful transition on to the next phase of their education and into adulthood;

Our Objectives

To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;

To operate a whole school approach to the management and provision of support for special educational needs;

To ensure early identification, assessment and provision for any student who may have SEND, through a graduated response;

To enable all staff to play a part in identifying students' SEND and to take responsibility for recognising and addressing their individual needs through teaching and learning;

To help every student with SEND realise his/her full potential and to contribute to his/her well-being;

To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which also develops our practice within the guidance set out in the SEND Code of Practice (July 2014).

To develop parent/carer forums to ensure effective communication and co-production of policies and practice relating to students with SEN and disabilities.

Section 3: A Graduated Approach To SEN Support

Identification of Students with SEND (See Appendix Two)

At Tomlinscote School and Sixth Form College we will identify the needs of each student by considering the needs of the whole student as these are broader than the special educational needs of the student. This in turn will lead to the setting out of arrangements that we will put in place to address those needs.

The school will identify those in need of support by:

- Following an 'assess, plan, do and review' model;
- Consultation with their former teacher(s) and/or the SENCO of their previous school;
- Examination of school records;
- Screening procedures on admission (such as MidYIS or individual assessments);
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at Tomlinscote School;
- Monitoring of progress, consultation with Form Tutors and subject teachers;
- Observation and feedback from support staff and external agencies.

In line with new government legislation as set out in the New Code of Practice (2014) and Surrey County Council (The Right Provision at the Right Time, April 2014), the school makes a judgement about the appropriate stage of each student on the SEND Register. Parents are encouraged to seek advice from the school or Local Authority for further information.

Revised SEND Coding (Code of Practice 2014)

- i. The Code of Practice (2014) advocates that the majority of students identified as having SEND will have their needs met through high quality inclusive teaching.
- ii. Statements of Special Educational Needs will be replaced by educational settings within three years with Education, Health and Care plans.
- iii. All new successful applications for Statutory Assessment will result in an Education, Health and Care plan being granted

A Graduated Approach

In line with the SEND Code of Practice (2014) recommendations, Tomlinscote School and Sixth Form College follows the 'Assess, Plan, Do, Review' framework to support the educational provision for students identified on the SEND Register.



Assess

'In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs.'

Code of Practice 2014 6:45

We will ensure that we regularly assess all student needs so that each child's progress and development is carefully tracked in comparison to both their peer and to national expectations we will listen to the views and experience of parents/carers and the student. In some cases we will draw on the assessments and guidance from other education professionals and from health and social care services where appropriate.

Plan

'Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above.'

Code of Practice 2014 (6:48)

Where SEN Support is required the teacher and SENCo will put together a plan outlining interventions and support which will be put in place for the student including a date when this will be reviewed. Targets for the student will be shared with him/her using accessible language. All staff who work with the student will be made aware of the plan.

Do

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.'

Code of Practice 2014 (6:52)

The Subject Teacher will liaise closely with Teaching Assistants or specialist staff who provide support set out in the plan and monitor the progress being made. When appropriate the SENCo will advise the staff on strategies and guidance on how to meet the needs of the students. It is the responsibility of the SENCo to co-ordinate the provision and interventions of students with identified SEND.

Review

'The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.'

Code of Practice 2014 (6:53)

The plan, including the impact of the support and interventions, will be reviewed by a specified date. This will inform the planning of next steps for a further period or where successful, the removal of the student from SEN Support.

For students with an EHCP or Statement the Local Authority must review the plan at least annually.

Parents/carers are encouraged to contact the SENCo should they have any questions and/or seek further information regarding this process.

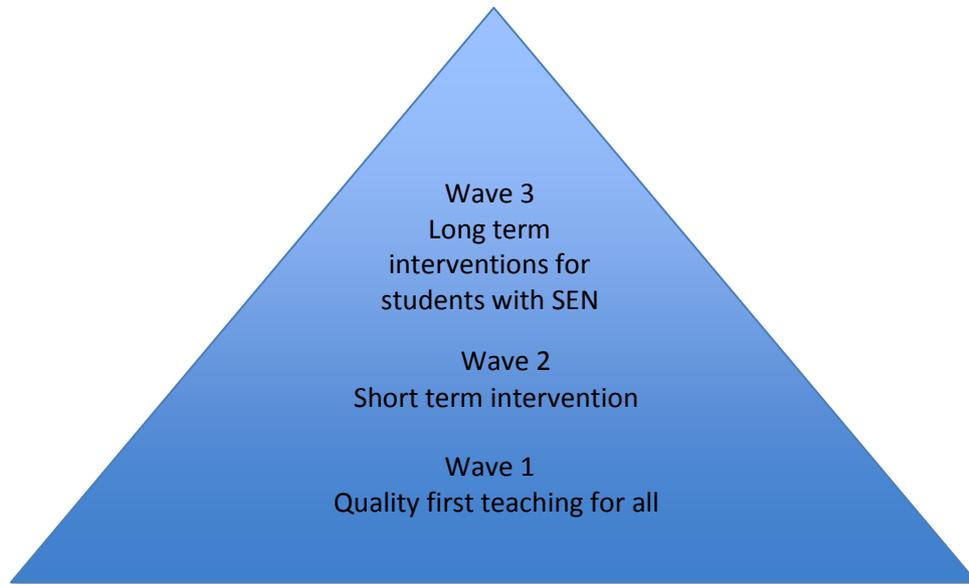
High Level Need

When students are identified as needing further support to meet their educational needs, the school may need to co-ordinate a response in conjunction with various external agencies and professionals such as educational psychologists, speech and language therapists, behaviour support and CAMHs. After careful consideration and assessment, if it is agreed that a statutory assessment should be applied for this should be co-ordinated through the SENCO. For further information please contact the SENCO.

Section 4: Managing The Needs Of Students On The SEN Register

Identification and Review of Student Needs

Three Wave Approach To SEND:



- i. Every teacher is considered a teacher of SEND and teachers have the overall responsible for student progress within their subject.
- ii. It is the SENCo's responsibility to ensure teachers have the knowledge and skills to meet the needs of the students in their classrooms.
- iii. The monitoring of progress of students with SEND is a shared responsibility between class teachers and the SENCo.
- iv. Every student on the SEND register has an individualised Student Learning Profile to help teachers identify their SEND and understand how to meet their needs.
- v. School Action and School Action Plus have been replaced by a single coding catering called SEN Support. This is sometimes displayed as a 'K' on SEN documentation.
- vi. Students with SEND are initially identified during the Primary Transfer Process. During the first half-term data is collected to inform a judgement by the SENCo about their SEND level of need. This data includes Key Stage 2 assessment data, assessment data from the school's assessment periods and feedback from teachers and Heads of Year.
- vii. Students in Years 8-11 are monitored using data from periodic assessment and this is used by the SENCo to judge SEND level.
- viii. Identification of students with SEND also takes place by teachers who subsequently inform the SENCo. The SENCo is then able to look in detail at individual students cases to make a decision, or refer to external professionals for advice.

- ix. Students who have been identified as potentially having an SEN need by a teacher, other professional or parent may be assessed using standardised tests. These supplement existing curriculum data, can inform the SENCo of SEND need. The SENCo may also approach other professionals such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists and outreach support to assist in determining a student's needs.
- x. The needs of students with a Statement or EHCP are regularly monitored and are reviewed more formally through the Annual Review Meeting process.

Student Passports

If a student is placed on the SEND register, the school creates an individual Student Passport which follows the assess, plan, do and review model as stated in the Code of Practice (2014). These documents replaced Individual Education Plans in September 2014. The SENCo, staff and parents are expected to contribute to these documents with the sole aim of ensuring barriers to learning are minimised as much as possible in order for the student to make appropriate levels of progress. These documents are to be reviewed on a regular basis with regard to expected levels of academic progress. It is the responsibility of the SENCO to oversee the review process and ensure appropriate levels of feedback are shared with relevant parties.

SEND Support Plan /Surrey SEND Support Arrangements

Where a student's needs exceed the support arrangements and interventions at Wave I and Wave 2 and where there is the involvement of external agencies, it may be considered necessary to provide a more detailed Student Learning Profile called a SEND Support Plan. This would then lead into the Surrey SEND Arrangements.

Curriculum Arrangements

All SEND students are taught in mainstream classes and may be supported by an SEN teacher or Learning Support Assistant according to the provision in their Statement or EHCP.

SEND students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND teacher or a Learning Support Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate personalised programmes designed by the Learning Support Department.

All SEND students take part in the school's standard curriculum.

All SEND students have equal access and are integrated into all school activities.

Relationship With External Agencies

Where necessary, the school will refer a child to an external specialist after consultation with parents. The school has regular contact with health professionals. We may also contact specialist medical services, Surrey Children's Services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

Regular liaison is maintained with the following external agencies:

- Educational Psychology Service
- Behaviour Support Service (BSS)
- The Advisory Service for Hearing Impairment
- The Advisory Service for Visual Impairment
- Education Welfare Officer
- Access to Education
- Child Adolescent Mental Health Service

Section 5: Supporting Parents/Carers and Young People

Surrey County Council's Local Offer

The Code of Practice (2014) states that Local Authorities are required to produce a Local Offer detailing the SEND provision that is available within their county and make this document available to all stakeholders.

Please follow the link to find Surrey County Council's Local Offer document:

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>

Alternatively please contact the SENCo for a copy to be sent to you.

Tomlinscote School and Sixth Form College Response To The Local Authorities 14 Questions

The Code of Practice (2014) states that Local Authorities are required to produce a Local Offer detailing what SEND provision is available within their county and make this document accessible to all stakeholders. As part of this requirement, Surrey County Council have asked schools to produce a response to 14 questions relating to different aspects of the identification of SEND within individual schools. These responses offer additional detail on a range of SEND related topics including statutory responsibilities regarding accessibility arrangements. Tomlinscote School's response is available to view on the school's website. For further information, please contact the SENCo.

Admissions

By law, the school must admit any student who has a Statement of SEND or an Education, Health & Care plan (EHCP) which names Tomlinscote School. If the school receives an application for a student who does not have a Statement of SEN but who has, or is likely to have, special educational needs, the application will be treated in the same way as all other applications. The school will adopt a positive and inclusive approach to its consideration of each application and will seek to plan for individual needs in consultation with the parent(s)/carer(s) and the applicant's present school.

For further information, please follow this link to the school's admissions policy:

<http://www.tomlinscoteschool.com/policies>

Transition

Tomlinscote School recognises the importance of key transition times at set points during a child's/young person's educational career. Networks are set up with different schools. Special consideration is shown to the transition from Key Stage 3 to Key Stage 4 provision through the use of academic interviews. Transitional arrangements for SEND pupils with Statements are identified in Annual Review meetings. The SENCO contributes to this process in conjunction with other staff. Tomlinscote School is committed to supporting SEND pupils and their families during these transitional times and encourage parents to contact the school with any concerns relating to this.

Examinations

Tomlinscote School upholds the statutory guidance as set out by the Joint Council for Qualifications (JCQ) when assessing students for Exam Access Arrangements (EAA) for examinations. Exam Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Exam Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ approval.

Exam Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment. For further information, please contact the SENCO or visit <http://www.jcq.org.uk>.

Parent Partnership

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Tomlinscote School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the young person are also taken into consideration. Parents are informed when the school considers that a student's needs are significant enough for them to be placed on the SEND register. The SENCo attends all Parents' Evenings and is available then for consultation with or without an appointment.

Storing and Managing Information

Documents about students on the SEN register are kept in locked SEN files in the Learning Support Department. Some documents are held on the computer and are linked into SIMS (school information monitoring system). By law SEND documents have to be stored until a student reaches the age of 25. These are held within a locked archive.

Section 6: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be appropriately supported so they have full access to education, including school trips and physical education. Some children 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 and may have a Statement or an EHCP, which brings together health, and social care needs in conjunction with their special educational provision and then the SEND Code of Practice is followed.

Section 7: Training and Development

Tomlinscote is committed to the development of its staff team in relation to the development of skills and knowledge surrounding SEND.

NQT's and new staff are required to attend training sessions, including specific training focused around SEND where appropriate.

A member of the senior leadership team holds responsibility for the identification of staff training and development. It is expected that the SENCO contributes to this when required or sources an external professional to deliver the training requirement.

The school's SENCO regularly attends the Local Authorities network meetings in order to keep up to date with local and national updates in SEND.

Section 8: Dealing With Complaints

Complaints Procedure

If a complaint arises concerning a student's special needs, parents/carers should first write to the SENCO setting out briefly the matter of their complaint. A meeting will be offered to resolve the issue. If, after meeting with the SENCO, the parent/carer remains dissatisfied with the response, they should contact the Headteacher to request a further meeting.

If the complaint concerns the school's policy on SEND, the complaint should be addressed to the Governor with responsibility for SEND, c/o the Clerk to the Governors.

If the complaint concerns the arrangements or admission procedure for a student with a Statement of SEN the parents/carers may write to: SEN Management (NW).

Section 9: Bullying

Bullying Statement

Tomlinscote School is committed to:

- i. Providing a caring, friendly and safe environment where no type of bullying is tolerated.
- ii. Providing a programme of education where all students are encouraged to develop respect for themselves and others.
- iii. Providing guidelines for staff which are clear and consistent.
- iv. Implementing a structured discipline system and developing a system which supports both the victim and the bully.
- v. Work with parents and external agencies where necessary to overcome the difficulties. Recognising that bullying is serious and will be dealt with fairly by all adults in the School.

Anti-Bullying Policy

For further information please follow the link below to the school's website:

<http://www.tomlinscoteschool.com/policies>

Section 10: Reviewing the SEND Policy

In line with all school policies the SEN Policy will be kept under regular review by the Head of Learning Support (SENCo) who will have responsibility for leading the review when appropriate. The review process should include involvement with various stakeholders including the Governing Body, staff, parents/carers/students.

In the current climate of SEND Reforms and changes in legislation, the SEND Policy will be reviewed annually unless legislation required it to be updated ahead of January 2018.

Appendix One
The Co-ordination of SEND

Key Roles and Responsibilities

Head of Learning Support (SENCo)	Angie Nicholas
Contact Details	anicholas@tomlinscoteschool.com 01276 709050
Qualifications	Postgraduate Certificate SEND Award University of Reading (2014-15) Postgraduate Diploma Specific Learning Difficulties (SpLD) University of Kingston (1996)
Member of Senior Leadership Team with SEND responsibility	Helen Rushby
SEND Governor	Helen Manning
Safeguarding Officer	Helen Rushby
Member of Staff with responsibility for Pupil Premium	Rob Major
Medical Officer	Grace Schorah

Appendix Two

Section 3: Special Educational Needs and Disabilities

Definition of SEND

Tomlinscote School and Sixth Form College use the definition for SEN and disability from the SEND Code of Practice (2014). This states:

Special Educational Needs (SEN)

A child or young person has special educational needs if he 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. (SEND Code of Practice, 2014)

Disability

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions” (SEND Code of Practice, 2014)

In addition, educational settings should examine carefully all aspects of a child’s learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not considered SEND.

Areas of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (September 2014) identifies four broad areas of need. These areas of need are summarised below:

- i. Communication and interaction
- ii. Cognition and learning
- iii. Social, emotional and mental health
- iv. Sensory and/or physical

Communication and Interaction: includes children and young people who experience difficulties in speech, language and communication with others. This may range from difficulty understanding instructions or lacking the ability to understand or using social rules of communication. The profile for every child with communication and interaction needs is different and it will constantly change with individual’s development and time. Recognised needs within this area include speech, language and communication needs (SLCN) and needs relation to Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome.

Cognition and Learning: includes learning difficulties which result in children and young people progressing at a slower rate to their peers, even with appropriate differentiation. Recognised needs within this area are hugely varied including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional & Mental Health: child and young people may experience a wide range of social and emotional difficulties throughout childhood which manifest themselves in many ways. This may result in a young person becoming withdrawn or isolated, displaying challenging behaviour, experiencing anxiety or depression, self-harming or other physical symptoms that are medically unexplained. Other recognised needs within this area include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical needs: 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. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available. Other recognised needs within this area include vision impairment (VI), hearing impairment (HI) and a multi-sensory impairment (MSI).

Other Factors with Impact on Progress and Attainment

At Tomlinscote School and Sixth Form College we recognise other non-SEN related factors that may impact on progress and attainment including:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Receipt of Pupil Premium Grant