



## **Special Educational Needs and Disability Policy**

### **2018-19**

#### **Scope**

Teignmouth Community School is a 2-19 School based on two sites. The Primary Phase (2-11) at Mill Lane and the Secondary Phase (11-19) at Exeter Road. The two sites are now one school with one Special Educational Needs Policy. At Exeter Road the named SENDCO is Justine Housecroft (Associate Assistant Principal) supported by Operational SENDCO Michelle Milton and at Mill Lane the SENDCO is Luke Williams

#### **Definition**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### **Philosophy**

Teignmouth Community School (TCS) encourages all its learners to aspire to and achieve their potential including those learners with Special Educational Needs and Disabilities. We believe in offering an inclusive education for all learners with access to mainstream lessons. We aim for all learners to become confident, successful and independent learners. As such, we treat every child and young person as an individual and create bespoke packages of support to ensure maximum achievement and progress.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

## **Aims**

Inclusion is concerned with the learning, participation and equal opportunities of all learners, all of whom have a right to access the curriculum. It has wider implications than the identification of learners with special educational needs and it could apply to any or all of the following:

- girls or boys, including transgender
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with special educational needs including those considered to have social, emotional and mental health needs
- learners with physical disabilities
- learners with medical needs
- learners who may be gifted and / or talented;
- Looked After Children, including those in care;
- other learners, such as sick children; young carers; learners from families under stress; learners who are at risk of disaffection and exclusion from school
- learners whose families may be disadvantaged by poverty and/or social isolation

The aims of the policy are to ensure:

- all learners achieve the highest standards of which they are capable, ensuring every student is provided with the opportunity and provision to achieve their potential via quality learning experiences and resources;



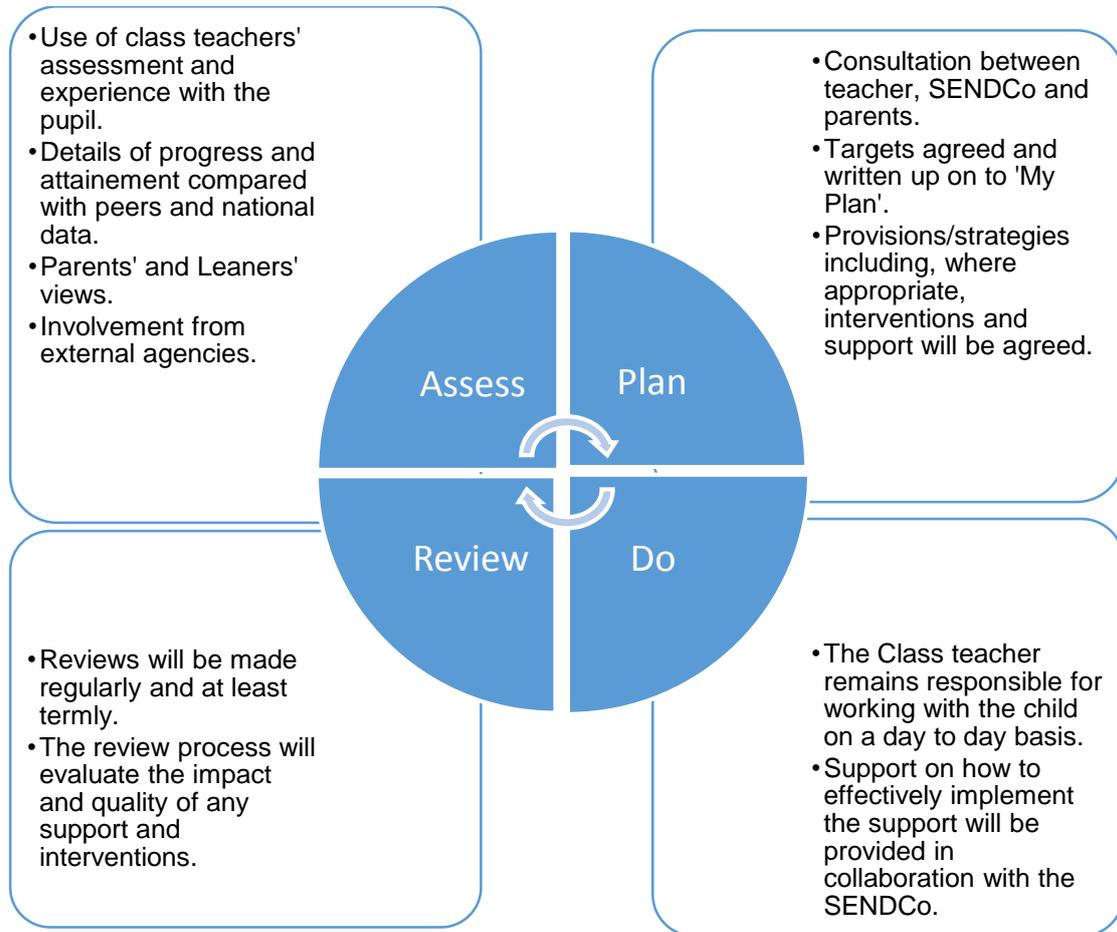
- the widest possible range of academic, social, sporting, cultural and recreational opportunities which enable all members of the community including those with SEND to extend their skills and participate in society;
- a safe, caring and supportive environment in which learners of all abilities can thrive;
- the involvement of parents and carers in the education of their children;
- parents/carers and learners are fully involved in the identification and assessment of SEND;
- TCS meets the needs of learners with SEND by providing an appropriate, flexible and individual provision;
- we identify those learners who have special educational needs and additional needs and to implement appropriate support/strategies/ interventions;
- we work within the guidance of the SEND Code of Practice 2014;
- we have named SENDCOs at both TCS sites who will implement the SEND Policy;
- we give support and advice to all staff working with SEND learners;
- every teacher is a teacher of SEND.

### **Identification and Assessment of Special Educational Needs**

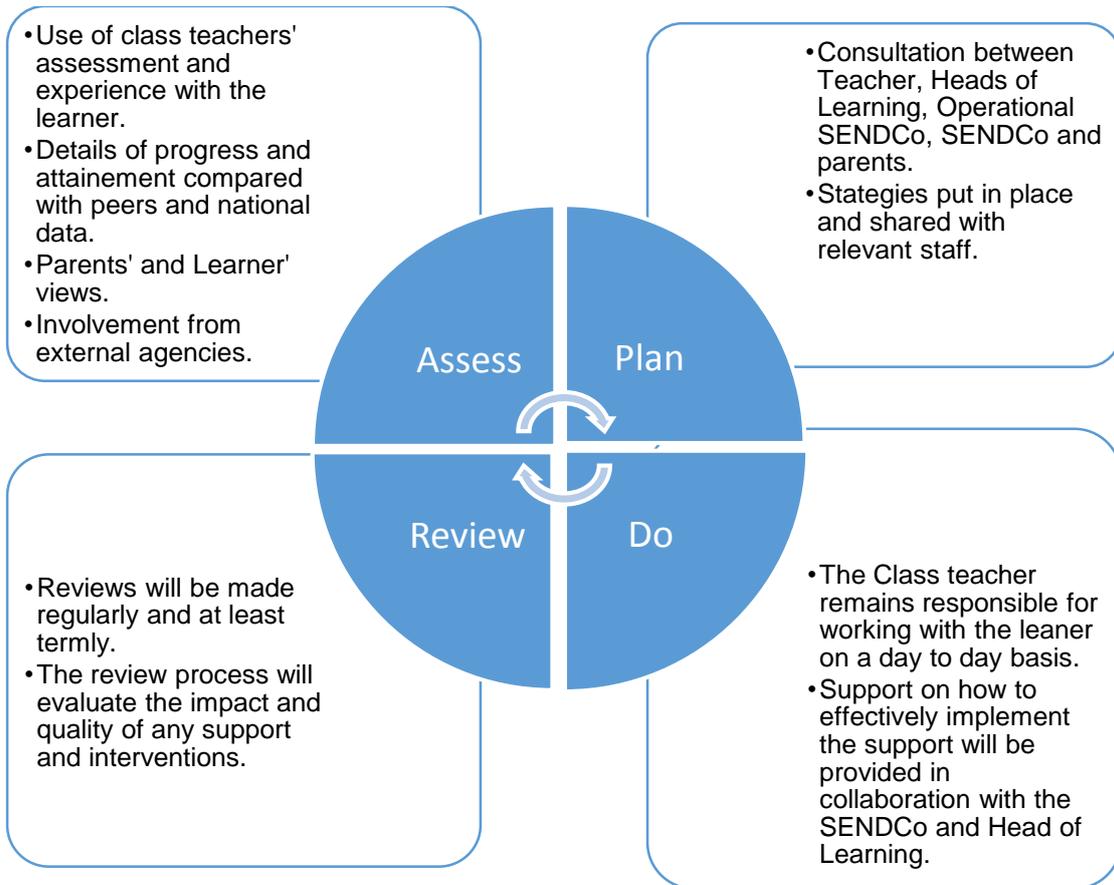
At different times throughout a young person's school career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

Our school is committed to early identification of special educational needs and adopts a response in line with the code of practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENDCO and Key Stage Leader (Mill Lane) or Head of Learning (Exeter Road) in order to ensure that specific in-class learning strategies and appropriate support programs are put in place to maximise achievement and progress for all our learners.

**Mill Lane**



**Exeter Road**



**A GRADUATED APPROACH TO SEN SUPPORT**

TCs is committed to 'Quality First Teaching' so that all learners have access to a high-quality, purposeful, relevant, well-differentiated curriculum where all learners are able to make progress. Teachers are responsible and accountable for the progress and development of all learners in their classes, including those learners supported by additional teaching assistants. Teaching is monitored and reviewed as part of the appraisal cycle and school improvement monitoring cycle. Learners are only identified as having SEN if they do not make adequate progress once they have received high quality, well-differentiated teaching.

Learner progress is assessed in each and every lesson through Assessment for Learning approaches and termly, more formally, through teacher assessment. These assessments allow teachers to track which pupils are and are not making expected progress or unlikely to meet age-related expectations by the end of the year. In addition, a range of diagnostic assessments are used to identify pupils who have a learning difficulty or barriers to learning. Learners identified as having SEN are



recorded on the school's SEN register and each learner's needs and progress is discussed at termly SEN review meetings with the SENDCo and during Review Day/Parents Evening appointments 3 times a year. These assessments inform the 'Assess-Plan-Do-Review' cycle where a learner's needs, their provision, interventions, resources and planned outcomes are discussed and agreed with parents and recorded in an Individual Learning Plan. Pupils' views and interests are included in this process.

At Exeter Road interventions are carried out at the Centre for Appropriate Learning and within Maths and English Faculties. At Mill Lane this may be within or outside of the classroom. Some learners may access Thrive/SEAL/Forest School and STARS provision based within the schools.

In addition to this, we will use the Right for Children Framework and the Graduated Response (Devon County Council), for any child identified as requiring additional longer term support. This will ensure we work with the child/young person and their families to identify the need, set targets and outline how these will be achieved. An initial meeting will be held with the child/young person and with the family to complete the 'Right for Children' assessment to identify the areas of need and support required. A 'Team Around the Family' (TAF) meeting will then be held. Relevant outside agencies will be invited along with parents, school staff and the child/young person. An action plan 'My Plan' will be devised and implemented. Reviews will be held at regular intervals (at least three times a year). The length of time between reviews will depend on need.

### **REQUESTING STATUTORY ASSESSMENT**

Where pupils' progress is limited despite high levels of support and intervention and specialist advice (including two terms of acting on advice from an Educational Psychologist), school, with the support of the child's parents, can make a request for Statutory Assessment to the 0-25 SEN team at Devon County Council (DCC). Devon has developed criteria as guidelines to help decide when it is necessary to carry out Statutory Assessment. Before requesting Statutory Assessment, the SENCO will have discussed with parents, the SEN Advisory Teacher and the Educational Psychologist whether the pupil's special educational needs meet these criteria.

Parent and pupil views inform the Request for Statutory Assessment. Following a request for Statutory Assessment, the local authority considers whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress. The whole process of Statutory Assessment and EHC plan development, from the point when an assessment is requested by the school until the final EHC plan is issued, must take no more than 20 weeks.

### **STATEMENTS OF SEN AND EDUCATION, HEALTH AND CARE PLANS**

- Following Statutory Assessment, an Education Health and Care Plan (EHCP) will be provided by Devon County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil, in line with the SEND Code of Practice. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. For learners under the age of 5, an Annual Review must take place after 6 months of the EHCP being in place.
- Devon has agreed its format for the new Education, Health and Care plan, from guidance in the SEND Code of Practice. Pupils who currently have a Statement of SEN will have a Transitional Conversion Review in Year 5 instead of an Annual Review to convert the Statement of SEN to an Education, Health and Care plan. All Statements of SEN need to be converted to EHCPs by March 2018. Once converted to an EHCP, the termly cycle of 'assess-plan-do-review' and the Annual Review process continues.

A Statement of SEN or an Education, Health and Care Plan (EHCP) outlines a child's specific needs and difficulties and the long term aims and objectives for their education and care. Pupils who have a Statement of SEN or EHCP may receive additional funding to meet these needs through 'top-up funding'. As well as the termly cycle of 'assess-plan-do-review' and termly 'My Plans', the progress of pupils with a



Statement of SEN or EHCP is formally reviewed once a year. Parents and all professionals who support the child with SEN are invited to an Annual Review (in the term when the original Statement or EHCP was issued) to discuss the child's progress, provision, support, needs and targets for the next 12 months. These reviews are monitored by the Local Authority.

### **Monitoring & Reviewing**

At TCS we will actively review and monitor the success of the criteria of the SEND Policy by:

- objectively measuring the pupil progress of SEND learners by effective use of internal and external data;
- regularly providing opportunities for parents and learners to express views;
- tracking and monitoring attendance of SEND learners by effective use of data;
- carrying out 'book looks' of learners' work;
- Learning Walks – differentiation/participation in lessons;
- pupil participation in reviews and planning meetings to ensure the learners voice is heard;
- focused observations in the classroom and around the school site;
- monitoring SEND pupil participation in extra-curricular activities;
- monitoring parental involvement including attendance at parents' meetings and student review days;
- monitoring impact on advice received from local agencies involved with the school and individual learners;
- holding Annual review and Right for Children review meetings.

## SUPPORTING PUPILS AND FAMILIES

Parents' first port of call is the child's class teacher. In addition, the school's SENDCo or Safeguarding Lead can provide support, guidance and advice to families, for example through: termly meetings with class teachers, Annual Reviews of Statements of SEN or EHCPs, consultations with SENDCO, referrals to other agencies, parent workshops etc.

Parents are also encouraged to seek advice from SENDIASS, the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Devon. It is a free, confidential and impartial information and advice service set up to support parents and carers of learners aged 0-25 with special educational needs and disabilities (SEND). SENDIASS can be contacted on 01392 383080 or via email [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

In addition to this SEN policy, each school's Local Offer can be found on the school website: [www.teignmouth.devon.sch.uk](http://www.teignmouth.devon.sch.uk) Devon's Local Offer can be found on Devon County Council's website which details the provision and support services available in the local area: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

## USEFUL CONTACTS

Department for Education: <https://www.gov.uk/learners-with-special-educational-needs/overview>

Devon County Council: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

SEND DIAS Devon: <https://www.devonias.org.uk/>

AUTISTIC SOCIETY <http://www.autism.org.uk>

BRITISH DYSLEXIA SOCIETY <http://www.bdadyslexia.org.uk>

| Version # | Date       | Amended By      | Nature of Change  |
|-----------|------------|-----------------|---|
| 1         | 14/03/2013 | Kelly Ray       | One school policy.  |
| 2         | 30/04/2014 | Michelle Milton | Update  |
| 3         | 08/09/2014 | Michelle Milton | Update to reflect changes in the SEN Code of Practice                   |
| 4         | 10/01/2015 | Manda Stone     | Inclusion of the Accessibility Plan from the Disability Equality Scheme |



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|---|------------|----------------------------------|--|
| 5 | 12/03/2018 | Justine Housecroft/Scott Deeming | New policy – rewrite to reflect changes in SEND at ML and ER |
| 6 | 02/09/2018 | Justine Housecroft               | Annual policy review   |