

Special Educational Needs and Disabilities (SEND) Policy

Date approved:	10 July 2024
Review cycle/date:	Annually, July 2025
Party responsible:	Full Governing Body
Linked policies:	Child Protection (Safeguarding) Policy, Accessibility Policy, Students with Medical Conditions & Managing Medicines Policy

The person responsible for overseeing the provision for students with special educational needs and disabilities (SEND) is:

Marie Beresford, Special Educational Needs Co-Ordinator (SENCO)

Contact details: 01929 500599; MarieBeresford@theswanageschool.co.uk

The nominated Governor for SEND is:

Sophie Weld-Davies

This policy was created by the school's Special Education Needs Co-ordinator (SENCO) with the SEND Governor in liaison with the senior leadership team, staff and parents of pupils with special educational needs and disabilities (SEND)

SEND Department Vision

The department's vision is to support every child with SEND, where reasonably possible, to access the full school community, fully access their curriculum, make their individual expected progress in lessons to fulfill their full potential and prepare them for education and life beyond The Swanage School.

The department aims to support pupils to achieve their individual targets set through an EHCP or SEN Support Personal Education Plan; to develop and improve within their areas of need to ensure maximum progress and best outcomes for each pupil.

The department aims to involve each pupil in their assessment, plan, do and review process and target setting in order that pupils fully understand their needs, and are involved in decisions regarding their education and progress.

The department aims to rigorously monitor each pupil and plan next steps based on clear evidence to ensure the best outcomes for each pupil.

The department will aim to do this by (and not limited to):

- empowering teachers to support students with SEND through quality first teaching
- providing staff with individual teaching strategies for all students with SEND through a Personal Education Plan (PEP)
- providing SMART targets to work towards SEND outcomes for all pupils with SEND through a personal passport
- providing targeted interventions with specific outcomes to support students with SEND for those who need it (this includes access arrangements)
- providing students and parents with strategies to assist their learning and access to support material to assist their learning (where reasonable and cost effective)
- signposting students and parents to appropriate support from outside agencies where needed
- liaising with outside agencies to support students in and out of school
- working closely with parents and students to ensure their voices are heard
- providing an initial evaluation of SEND and referring for specialist assessments where determined to be needed after all other options have been used (and only if a reasonable cost)
- following the new SEND guidelines as set out by the SEND Code of Practice 2015
- use our best endeavours to ensure all statutory needs of students with a Statement of Educational Need or an Education, Health & Care Plan (EHCP) are met
- providing bespoke curriculums and support including alternative qualification options where appropriate
- providing a responsive approach to individual pupils.

The SENCO and Head Teacher/Deputy Headteacher will hold regular meetings to plan and implement the development of the SEND department. Any discussions that then need to be raised with Senior Leadership Team will be done so as and when needed. All SEND actions will take into account the new SEND code of practice (2015), the wishes of parents and students who may be involved, advice from appropriate professionals (if relevant), whether the action has any ethical considerations and if the action is cost effective/reasonable and an appropriate use of resources.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Department for Education (DfE), 2015) 3.65 and has been written with reference to the following guidance and documents:

- Statutory guidance on supporting pupils at school with medical conditions (DfE, April 2014)
- Policy for Students with Medical Conditions & Managing Medicines
- Child Protection (Safeguarding) Policy
- Accessibility Plan
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools (DfE Feb 2013)
- Teachers Standards (DfE 2012)

Overview of SEND provision

To ensure a graduated response, students who are identified as having (or possibly having) SEND will be recorded in the following tiered system:

QFT Student has SEND (or possible SEND) identified and needs can be met through quality first teaching, subject based intervention, or access arrangements. Progress in all subjects will be monitored, and students will not be recorded on the schools SEND register. The school will only write a PEP to record strategies for those who have individual needs that teachers need to be aware of not encompassed under the broad umbrella of QFT. Students at this tier may be supported by external agencies such as Child and Adolescent Mental Health Services (CAMHS), may have received advice from Special Educational Needs Support Services (SENSS) or Behaviour Support Services (BSS).

SEN Student has SEND (or possible SEND) identified and needs a higher level of support in lessons in which teachers are responsible for (primarily through quality first teaching) and a specific SEN intervention, including and not limited to: emotional literacy support (ELSA), 1:1 Reading, literacy intervention through IDL software, and forest school. Students at this tier may have advice/programs of support provided by outside agencies (such as CAMHS or SENSS).

At the upper end of this tier, students have SEND identified and need multiple or significant SEN interventions (which in addition to the above may include small group support or has a high level of need identified and support given by an outside agency). Students at the higher end of this tier are likely to be students who may be identified as needing a future application for an EHCP needs assessment. Applications for EHCPs will follow a graduated response and an application made when all other SEN interventions have shown to have not made an impact.

EHCP Student has an Education, Health & Care Plan (EHCP).

All students with SEND or an EHCP be recorded on the official SEND register and will have a Pupil Education Plan written for them where appropriate. Students will move up or down tiers and on/off the SEND register dependent on the level of support they need which may change over time. The decision for a student to be put into a tier or on to the SEND register is at the discretion of the SENCO who will consult with the student and their parents. All PEPs will be approved by the SENCO and will be written in consultation (where appropriate) with the student, their parents and their teachers.

All decisions made regarding SEND provision are at the professional discretion of the SENCO and Head Teacher under consultation with teachers, students, their parents, and other appropriate professionals.

SEND Interventions

Current SEND Interventions that are offered by the Swanage School are:

ELSA	This is an individual or small group intervention that focusses on developing the emotional and social needs of students. It is often suitable for students who are autistic or need help with anxiety or social skills.
EWSA	This is a short-term intervention offering emotional wellbeing support and advice for pupils who are experiencing difficulty or anxiety with a specific, personal or social issue.
IDL	This is an individual, computer-based intervention, (with some input from staff) to support students who have specific learning difficulties (or suspected/similar issues) and require additional literacy support
1:1 Reading	This is an individual intervention for those students with high need SEND that aims to improve reading skills. The intervention uses the Rapid Read scheme.
Small Group Maths	This is a small-group intervention for those students with high need SEND that aims to improve basic maths skills.
Motor Skill Development Group	This is a small group intervention that aims to develop the fine and gross motor skills of pupils identified as having motor difficulties or dyspraxia. Pupils work with a specialist PE teacher.
Bereavement Support	This is an individual intervention that aims to support pupils affected by bereavement. Pupils work with a Mosaic trained TA.
Forest School	This is a small group based intervention that aims to develop and support emotional, social needs and individual wellbeing, Group uses nurture base to reduce stress, improve emotional regulation and offer a time out space.

SEND Policy and the Local Offer

The Swanage School Local Offer for children with special educational needs and disability reflects this SEND policy. The Swanage School maintains children's right to education and recognises the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision.

We will endeavour to offer that provision where we can, to foster inclusion and provide full educational access subject to reasonable adjustments and an appropriate use of available resources.

Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The school's SEND policy aims to raise the aspirations of and expectations for all pupils with SEND, focusing on outcomes for students

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records, Individual Education Plans (known as Personal Education Plans (PEPS) and has access to progress and subject targets for individual students.

All staff have access to the following information:

- the Swanage School SEND Policy
- a copy of the full SEND Register including students who are on QFT
- guidance on implementing the Code of Practice
- information on students' special educational needs, including their PEPS
- pupil targets including opportunity to formatively assess through the personal passport system
- practical advice, teaching strategies including differentiation, and information about types of special educational needs and disabilities
- information on the staff shared area on students and their special needs and requirements
- information on current legislation and SEND provision on staffroom noticeboards
- access to students Emergency Care Plans (Individual Health Care Plans).

This information is made accessible to all appropriate stakeholders in order to aid the effective co-ordination of the school's SEND provision.

Admissions

The admission arrangements for all children follows national legislation and is mindful of the Equality Act 2010. This includes children with any level of special educational need; those with an Education, Health & Care Plan (EHCP), and those without.

Please be aware that any student who applies to The Swanage School with an EHCP will be subject to the statutory consultation period as outlined on application. This is usually 15 working days from the school's receipt of the letter requesting the school's views. The school will consider these applications in line with the criteria set out by Dorset Council (or any other council) in this letter. For the Swanage School this criterion is taken from Section 9 of the Education Act 1996:

In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and local education authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.

Please note that for any student, the school is unable to provide 1:1 TA support. Should a student with an EHCP apply to The Swanage School with 1:1 (or similarly worded high need TA support) we are likely to deem this as incompatible with the efficient education of others. This is because it would mean we would have to withdraw support from other high needs students, or to withdraw interventions from groups of other SEN students, in order to put this support in place.

It is important that parents of students with EHCPs understand that although we are a small and supportive school, we do not have the provisions and expertise of specialist schools and we should not be seen as a replacement to that provision.

At The Swanage School we look at the educational needs of a student with disabilities and, in liaison with all other agencies involved with the student, develop an approach which will allow for students to achieve their full potential through shared strategies, target setting and resources to support this.

All SEND paperwork and information should be passed to the SENCO as soon as possible. If the student is

making a transition from another school, the SENCOs (Special Educational Needs Co Ordinator) of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the student's entry to the school. The student will be closely monitored from the time they start at the school to ensure that relevant provisions required for special educational needs are available and appropriate.

To view our Admissions Policy, please refer to the school website.

Equal opportunity

The Swanage School operates an equal opportunity policy to allow all our pupils to access all aspects of our curriculum. It is organised and managed in such a way that it is free from discrimination and bias irrespective of people's sexuality, race, religious convictions and ability or disability.

To view our Accessibility Policy, please refer to the school website.

Facilities for those with special educational needs

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will endeavour to meet the requirements set out in an EHCP for each student. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide auxiliary aids and services where appropriate as detailed by the Equality and Human Rights Commission.

The school has a range of specialist SEND facilities in place:

- physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- assistive technology (provided through shared computing/media resources)
- increased access to the curriculum and assistance during examinations (access arrangements)

Aims of this SEND policy

We aim to provide every student with a broad and balanced education based on the National Curriculum and in line with the Special Education Needs Code of Practice (January 2015, DfE) whose principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

Objectives of this SEND policy

- to identify those with special educational needs as early as possible
- to monitor the progress of all students to ensure that those with special educational needs or disabilities have the opportunity to maintain the same rate of progress in their learning, or better, than students without special educational needs or disabilities
- make appropriate provision to ensure students with special educational needs or disabilities have full access to the school curriculum with positive outcomes
- work together effectively with other professionals and outside agencies to support the students at this school
- to foster emotional wellbeing and support students with social, emotional and mental health issues.

Identification of those with special educational needs

The school has capacity to diagnose dyslexia through our trained HLTA, and teaching staff will refer pupils identified as having possible dyslexia for assessment based on classroom observations and evidence of dyslexia traits within their learning. The school recognizes that it has no specialist capacity to diagnose other specific learning difficulties or medical needs (such as attention deficit hyperactivity disorder) but considers that it has significant experience to identify broad needs, plan support as required and refer if needed.

The school does recognize that it has sufficient experience and expertise to identify possible special educational needs and as such will suggest, plan and implement strategies to support students around suspected special educational needs.

Students may be identified as having special educational needs by parents, staff or by themselves. Any possible SEN will be discussed with key staff, parents, and students (where appropriate).

- Referrals for possible access arrangements will be made with parental consent to either the Special Educational Needs Specialist Service (SENSS) or an appropriately qualified person who is employed directly by the school.
- Referrals for a possible diagnosis of a specific learning difficulty will be made with parental consent to either SENSS or an appropriately qualified person who is employed directly by the school following a graduated response.
- Referrals for a possible medical diagnosis will be made to the community pediatricians with parental consent following a graduated response.
- Referrals to hearing or vision services will be made directly to them or through the community pediatricians with parental consent.
- Referrals to occupational therapists (OT) can be made through a referral to community pediatricians or directly if the student has completed the learn to move intervention (with parental consent).
- Referrals for support with social, emotional and mental health will be made to Dorset MIND or Child and Adolescent Mental Health Services (CAMHS) with the consent of the parents unless the student specifically requests that their parents are not informed and the school assesses them to be 'Fraser competent' and judges there to be no risk to the safety or welfare of the student by not informing parents.

Referral Pathways

Criteria for Requesting External Support – Educational Psychologist Joint Action Plan and SEND Assessment by Specialist Teacher

Request for educational psychologist (EP) support:

The primary purpose of EP support is to suggest an appropriate teaching programme through a joint action plan (JAP), rather than diagnosis. Prior to making a request, The Swanage School will decide whether a referral to the attendance team would be a more appropriate support pathway if the pupil's attendance is below 85%.

The assessment usually consists of an initial observation followed by a meeting with EP, SENCO, pupil, and parent. The results of the observation, school graduated response, pupil voice and parent views will be considered, and advice will be given regarding areas in which the pupil may need support and what interventions could be used to allow progress to be made. The meeting will produce targeted support actions which The Swanage School will implement.

Assessment by a specialist teacher:

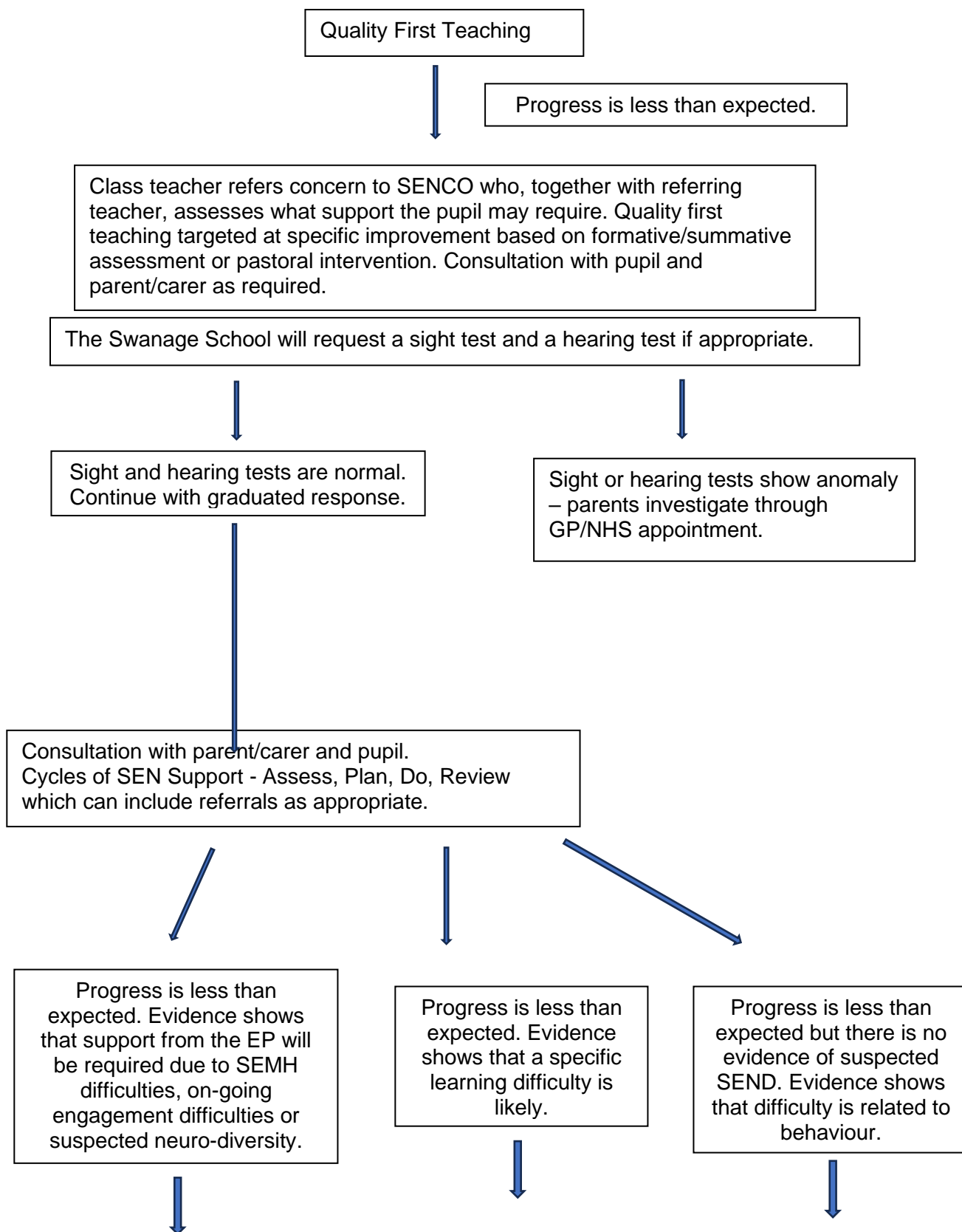
The primary purpose of an assessment is to suggest an appropriate teaching programme, rather than arrive at a diagnosis, although a diagnosis can be established if the specialist teacher deems this appropriate.

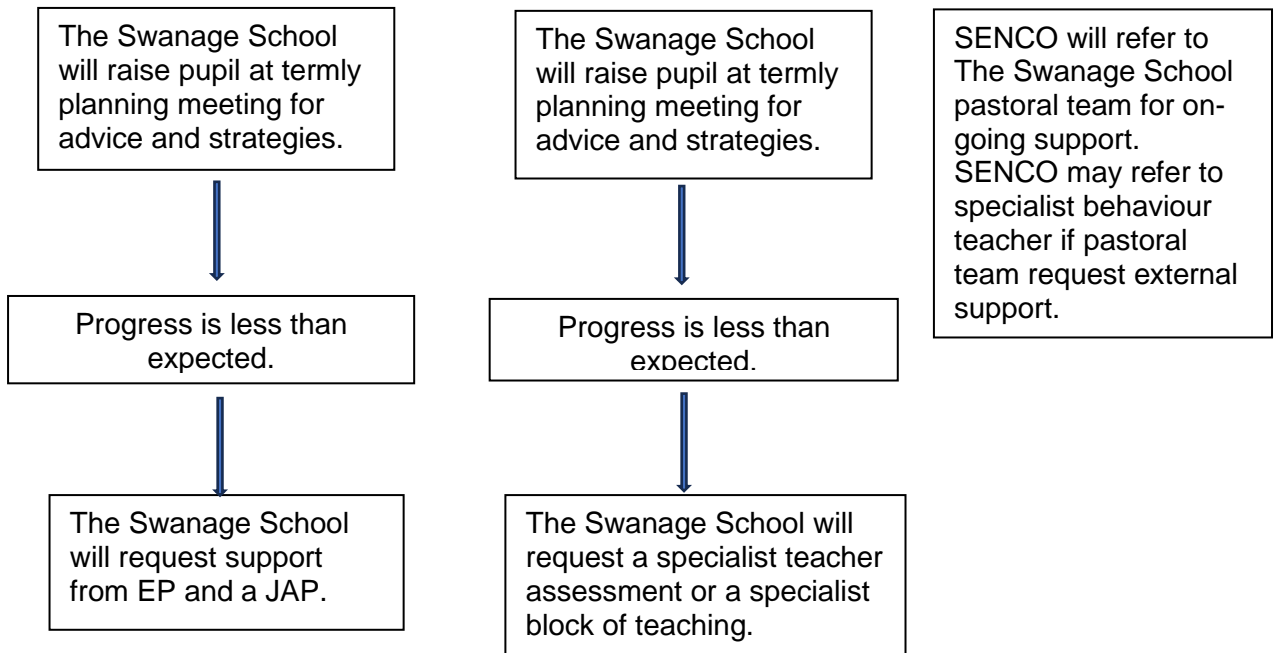
Learning assessments usually consists of a series of standardised tests which are specifically chosen for appropriateness after discussion with the teacher. Examples of tests administered are single word spelling and reading, phonological awareness, ability, language, and comprehension. The results of the assessment will then be considered, and advice will be given regarding areas in which the pupil may need support and what interventions could be used to allow progress to be made.

Behaviour assessment usually consists of an initial observation followed by a meeting with behaviour specialist teacher, SENCO, pupil, and parent. The results of the observation, school graduated response, pupil voice and parent views will be considered, and advice will be given regarding areas in which the pupil may need support and what interventions could be used to allow progress to be made. The meeting will produce targeted support actions which The Swanage School will implement.

Before making an application for an assessment, The Swanage School will request a sight test and consider if a hearing test is appropriate for the pupil and whether they have acceptable attendance – all these factors would have significant impact on a child's progress.

Process:



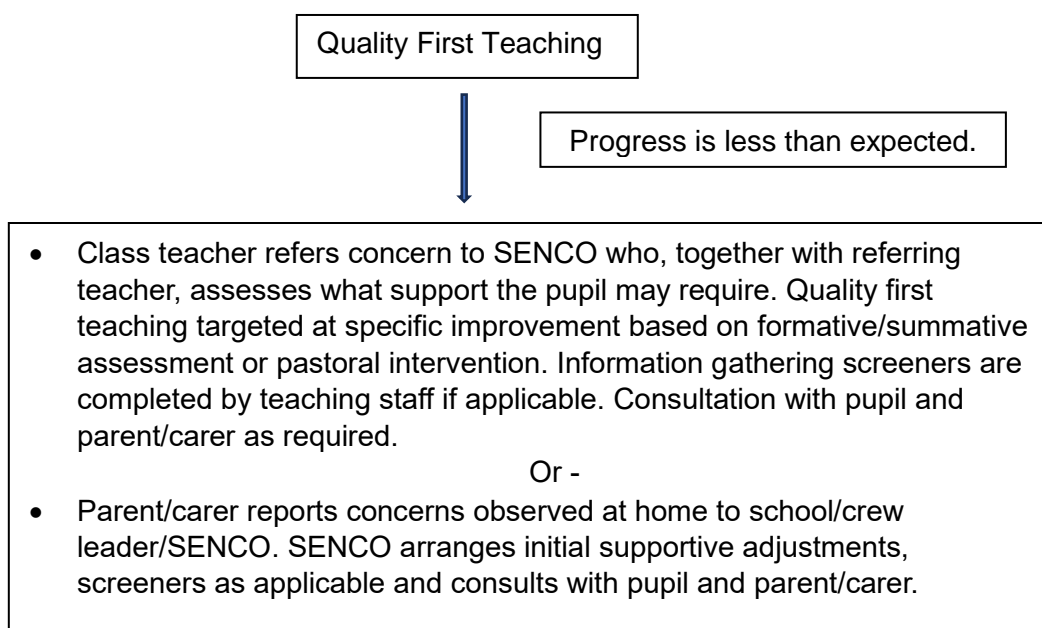


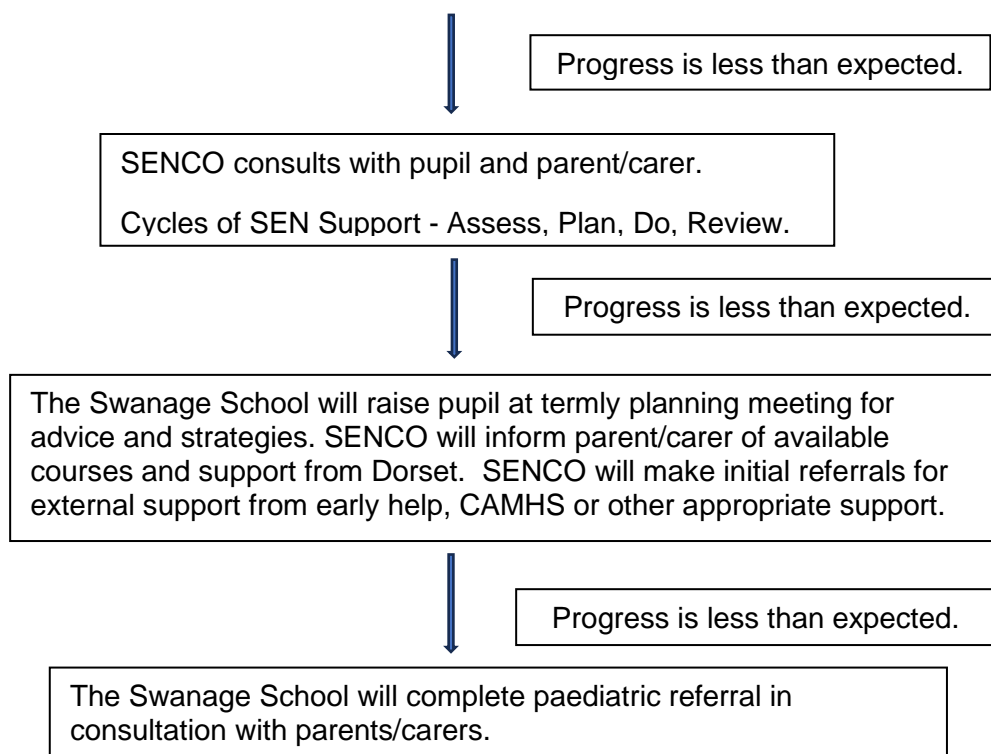
Criteria for Requesting External Support: Paediatric Referral for Neurodiversity.

The primary purpose of a referral is to diagnose a suspected neuro-diverse condition.

Before making an application for an assessment through our available pathway, The Swanage School is required to complete a full graduated response and request other external support as appropriate.

Process:





The SEND Register

The school decides whether to make special educational provision at the discretion of the SENCO and Head Teacher by involving the student, their parents / carers and their teachers and considering all of the information available, including the student's progress.

This may include high quality and accurate formative assessment, using effective tools and early assessment materials. Where appropriate and reasonable, we draw on more specialised assessments for higher levels of need from external agencies and professionals. This may include input from the SENSS team, CAMHS or other medical professionals.

The decision to place a child on the SEND register is based on their identified level of need in relation to the tiers of support. Students will only be placed on the SEN register if deemed to have need of a specific SEN intervention. Students who only require support through QFT will not be placed on the SEN register.

Parents / carers, families and children involved in this process are involved in the process by discussion and consultation. Every student is different and provides a different profile of needs overall. As a result, our SEN arrangements are personalised to meet the needs of the individual.

Criteria for Inclusion on the SEND Register

Section One - Relevant Legislation and Guidance

I. The SEN Code of Practice:

Four broad areas of need:

- Cognition and Learning
 - Communication and Interaction
 - Social, Emotional & Mental Health difficulties
 - Sensory and/or physical needs
-
- **xiii.** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - **xiv.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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.

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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 their peers
- widens the attainment gap.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the

pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

5.54 The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting.

2. DFE Teachers' Standards

5 - Adapt teaching to respond to the strengths and needs of all pupils.

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively,
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these,
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development,
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

3. Section 20 of Children and Families Act 2014

Defines a child as having Special Educational Needs (SEN) if he or she "*has a learning difficulty or disability which calls for special education provision to be made for him or her*".

A child is considered to have a learning difficulty if she or he:

1. has a significantly greater difficulty in learning than the majority of others of the same age; or
2. has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

4. Equality Act 2010

A person is classed as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- **Normal day-to-day** means things people do on a regular basis, for example mobility, dressing or cleaning (physical co-ordination), and having a conversation.
- **Long-term** usually means the impairment should have lasted or be expected to last at least a year.
- **Substantial** means not minor or trivial.
- **Physical impairment** includes sensory difficulties such as visual or hearing impairments.
- **Mental impairment** includes learning difficulties, autism, dyslexia, speech and language difficulties, attention deficit hyperactivity disorder (ADHD).

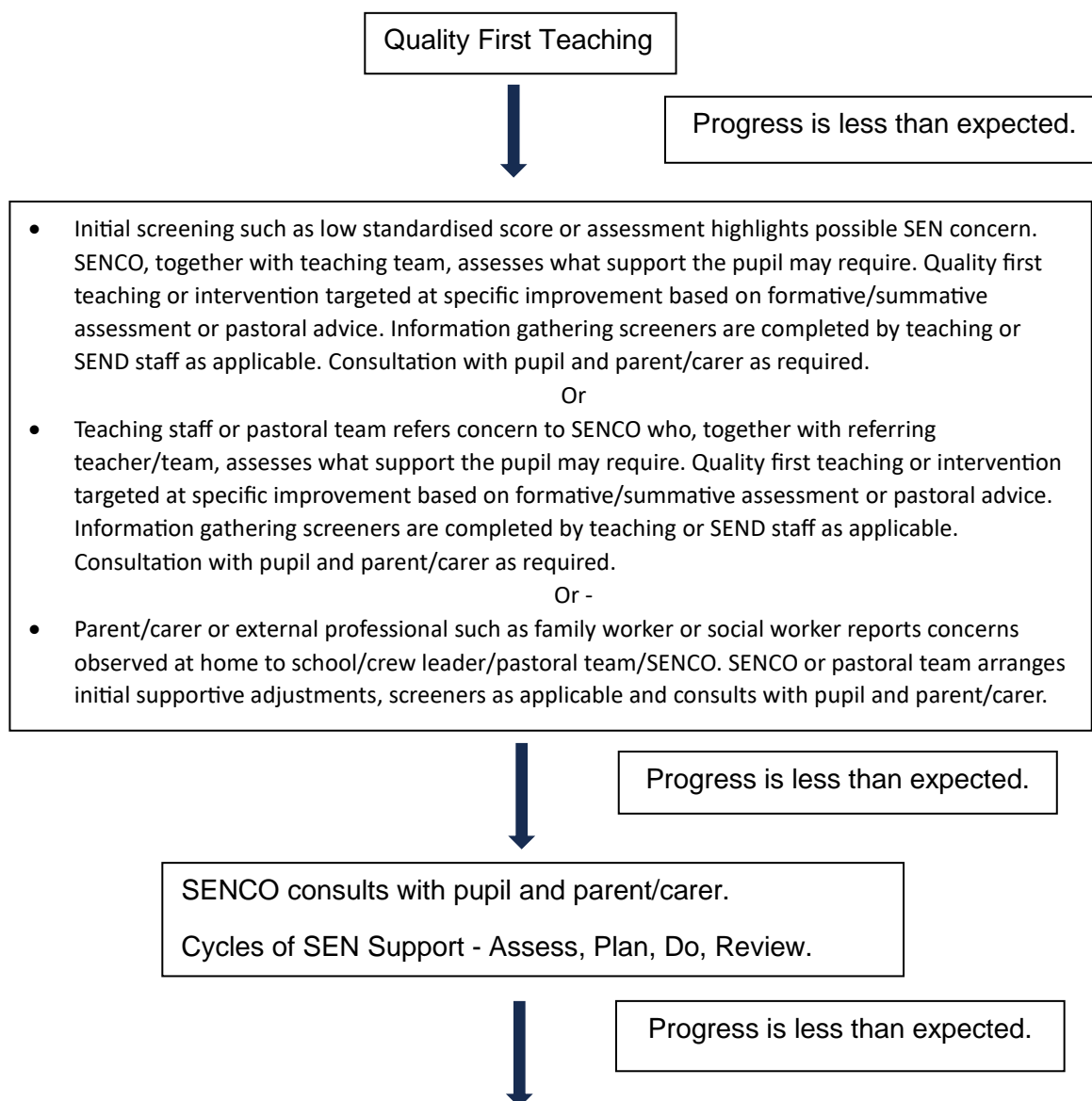
- Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Section Two – Identification and Process

The broad areas of need give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. In practice, young people often have needs that cut across all these areas and their needs may change over time.

The Swanage School will employ the following process to determine if a pupil should be placed on the SEND register and will place a pupil if their learning difficulty or disability is found to require provision different from, or additional to, that normally available to pupils of the same age, for the pupil to make expected progress and meet their potential.

Identification Process:



<p>The Swanage School will place pupil on the SEND register in consultation with parent/carer and DoL Team. SENCO will create personal education plan for pupil with on-going adjustments to support pupil as required. Cycles of SEN Support - Assess, Plan, Do, Review and intervention or referrals will continue as appropriate.</p>
--

Section Three – Specific Criteria for Areas of Need.

The Swanage School will place pupil on the SEND register in consultation with parent/carer and DoL Team if a pupil meets the criteria outlined in the legislation in section one, or they meet the following criteria within an area of need.

Cognition and Learning

The Swanage School will place pupil on the SEND register in consultation with parent/carer and DoL Team if a pupil is diagnosed externally or internally with a learning difficulty (with a report evidencing this from a specialist teacher or appropriate medical professional), e.g. global delay, specific learning difficulty, moderate learning difficulty, processing difficulty, memory difficulty, dyslexia, dyscalculia, etc.

Communication and Interaction

The Swanage School will place pupil on the SEND register in consultation with parent/carer and DoL Team if a pupil is diagnosed externally or internally with a communication difficulty (with a report evidencing this from a speech and language therapist or appropriate medical professional), such as social communication difficulties, language delay, or ASD that requires provision different from or additional to that normally available to pupils of the same age.

Social, Emotional and Mental Health

The Swanage School will place a pupil on the SEND register in consultation with parent/carer and DoL Team if the pupil presents with any of the following:

<u>Diagnosis</u>	The pupil has been diagnosed with a mental health condition/disorder (with a report evidencing this from a mental health professional); e.g. ADHD, anxiety, social anxiety, depression, ODD, Attachment Disorder, OCD, Tourette Syndrome, eating disorders, PTSD, personality disorders, self-harm, etc.
------------------	--

<u>Significant Difficulties</u>	The pupil's difficulties are so significant/complex that it has been necessary to refer them for mental health assessment/treatment. The referral/assessment status is 'live'.
<u>Accessing Support</u>	The pupil is accessing regular therapeutic support with a qualified and registered therapist, e.g. CAMHS, MIND, private counsellor, play therapist, psychologist, family therapist, psychotherapist, etc.

Sensory or Physical Needs

The Swanage School will place pupil on the SEND register in consultation with parent/carer and DoL Team if a pupil is diagnosed externally or internally with a sensory or physical difficulty (with a report evidencing this from a medical professional), e.g. hearing impairment, visual impairment, fine or gross motor skill difficulty, dyspraxia, sensory processing disorder, etc.

Section Four – Additional Circumstances or SEND is not found.

Parental Concerns

The Swanage School will not automatically place a pupil on the SEND register based on parental report and The Swanage School will follow the above process if it is deemed necessary following parental concern.

The SEN Code of Practice states that:

6.23 Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

If SEND is not found, alternative referrals may be made as necessary to external support such as early help, or SENCO will inform parent/carer of available courses and support from Dorset Council Services.

Behaviour Concerns

The Swanage School will support persistent disruptive or withdrawn behaviours; however, this presentation does not necessarily mean that a child or young person has SEN. The TSS process will be followed following referrals from teaching staff or pastoral team to determine if there are undiagnosed learning difficulties, difficulties with speech and language or mental health issues. If evidence is not found, the pupil will not be placed on the SEND register and behaviour will be managed within the usual pastoral support system.

Mental Health Concerns

The Swanage School will support pupils presenting with low mood and emotional difficulties; however, this presentation does not necessarily mean that a child or young person has SEN. The TSS process will be followed following referrals from teaching staff or pastoral team to determine if there are undiagnosed learning difficulties, difficulties with speech and language or mental health issues. If these are not found, the pupil will not be placed on the SEND register and pupils will be supported with usual referrals to Wave Youth support or internal EWSA.

EAL

Difficulties related solely to limitations in English as an additional language are not SEN. (Summary of Code of Practice: pages 83 – 86) and EAL pupils will not be placed on the SEND register unless a SEN condition is found through the usual process.

The Curriculum

Children with special educational needs and disabilities will be given help with the curriculum primarily through quality first teaching. Where needs cannot be met through quality first teaching the school will look to provide reasonable and appropriate SEN support through targeted intervention (which may be provided initially by individual departments). This support is flexible and tailored to each student under consultation with staff, the student and their parents.

The school curriculum is reviewed regularly to ensure that students of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEND provision is being used effectively and efficiently within the school to support the curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs and disabilities of any children including sharing progress reports, medical reports, and teacher feedback
- providing regular training and learning opportunities for staff on SEND teaching, methods, and techniques
- making use of all class facilities and space
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs
- endeavouring to provide individual or group SEND intervention where appropriate and available
- the SENCO's advice being sought in any decision to provide long term group teaching away from the main classroom involving students with special educational needs or disabilities
- parents / carers being made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements and success
- encouraging students to share their targets with their families.

Inclusion of those with special educational needs and/or disabilities

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEND provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

We aim to provide the best opportunities for participation and achievement across all areas of school

activity (social, curricular and physical) by:

- providing a balanced curriculum for all students both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits
- adapting learning to best suit the needs of individual students
- promoting and encouraging all our students to be aware and responsible for their thoughts and actions.

Evaluating the impact of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and students throughout the year. The school strives to narrow the achievement gap between students who have special educational needs and those who do not.

There is an annual cycle of formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, feedback forms etc.

The SENCO monitors the effectiveness of SEN provision through data, meetings with CALs, feedback from key staff and parents.

Working in partnership with parents / carers

See also the Home School Agreement.

The school embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital to ensure:

- early and accurate identification and assessment of special educational needs or disabilities so that the child / young person's requirements are provided for
- continuing social and academic progress of students with special educational needs and/or disabilities
- personal and academic targets are set and met effectively
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centered Reviews.

The school welcomes parents' comments and suggestions; parents / carers can request an appointment to speak to any member of staff including the SENCO throughout the year for any reason. If parents / carers have concerns about staff supporting their child with special educational needs or disabilities, they should talk in the first instance to the child's tutor for lower-level concerns and to the SENCO for concerns of a higher level.

Parents / carers are kept up to date with their child's progress through progress reports, parents' evenings and provision map reviews.

The school will provide information on how to contact the SEND Information, Advice and Support Service (SENDIASS) who offers independent and impartial advice, guidance and support for parents / carers. SENDIASS can also advise on how to obtain mediation services.

Complaints procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO. Information on how to make a formal complaint is published on the school's website.

Continuing Professional Development

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of students with special educational needs and disabilities. The Governors will report each year to parents / carers on the policy for children with special educational needs (see SEND Information Report published on the school's website).

The SENCO, in liaison with the staff coordinator for continuing professional development (CPD), will recommend or arrange appropriate SEND training for staff where needed.

Links to support services

The school nurtures strong working relationships with external support services to support students fully.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child / young person. This will then be brought to the attention of the SENCO and the student's parents / carers.

The following services and links are on offer at the school where appropriate and necessary:

- Koru Project
- Shadows
- Mosaic
- Dorset Family Matters
- TADSS
- Children's Social Care
- The Children Who Are Disabled Team (CWAD)
- CAMHS

- SENSS
- BSS
- Outreach via TADSS

Links with other schools

The SENCO is a member of local network of SENCOs through the Purbeck Education Partnership which enables the school to build SEND resources and to share advice, expertise and training.

Transition between schools

Transition arrangements include:

- Year 6 transition programme with all our primary feeder schools
- liaison with SENCOs of schools from which new students with SEND have joined (or will join) The Swanage School
- formal transition review requirements for young people in Year 9 who have an EHCP
- transition plans through careers advisor for students in years 9 and above.
- Individual and small group transition visits for those students identified by primary schools as needing further transition support.

Links with other agencies and voluntary organisations

The school has links to a variety of specialists and external agencies who have specialist professional knowledge that enables us to provide appropriate SEND support in school and support for students/parents outside of school. The SENCO is responsible for liaising with appropriate outside agencies about SEND support, but this may be delegated to other suitable staff members. These agencies include, but are not limited to:

- Dorset Council provision - Hearing and Visual Support Services (HVSS), Educational Psychologists, SENSS, SENDIASS
- Health and Care provision – Community Pediatricians, CAMHS, Locality Social Workers, Shadows (substance abuse advice and support), Occupational Therapist, School Nurse, Youth Workers, and Assist Workers
- Royal Armoured Corps Saddle Club – ‘Changing Lives Through Horses.’ Equine therapy and British Horse Society Course.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents / carers will be invited to and informed about any meetings held concerning their child unless safeguarding issues deem this to be inappropriate.

Role of the SEND Link Governor

The SEND Link Governor representing the governing body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs and/or disabilities get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for students with special educational needs. The SEND Link Governor responsibilities are:

- helping raise awareness of SEND issues at governing body meetings and giving up-to-date information on SEND provision within the school
- assisting in the regular review of provision for children with SEND and ensuring that parents and children have confidence in this provision
- having familiarity with the statutory elements of this policy and how they are implemented
- understanding changes in law associated with the delivery of SEND within our school
- challenging and holding to account those who coordinate SEND by reviewing SEND achievement data, and seeking to reduce any SEND curriculum performance gap
- reviewing the effective and efficient use of SEND funding delegated to our school.

The SEND team at The Swanage School

Marie Beresford	SENCO
Amanda Brennan	HLTA with responsibility for literacy intervention and Lexplore assessment
Sue Fane	HLTA
Matt Hamilton	TA; ELSA
Elaine Gething	HLTA (Maths/Dyslexia) support. access arrangement assessor
Lauren Collins	TA, Bereavement and Lexplore assessment
Michelle Smith	TA, dyslexia intervention and low-level literacy support

GLOSSARY

BSS	Behaviour Support Services
CAMHS	Children & Adolescent Mental Health Services
EHCP	Education, Health & Care Plan
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant
HVSS	Hearing & Visual Support Services
PEP	Pupil Education Plan
SEAL	Social and Emotional Aspects of Learning

SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SENDIASS	SEND Information, Advice and Support Service
SENS	Special Educational Needs Specialist Service
TA	Teaching Assistants