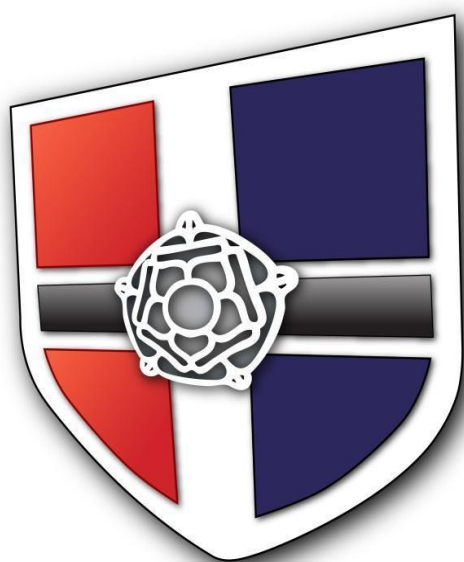



Sponne School



SEND Policy

2024-2025

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 2 of 11
--	--------------------------------------	---	---

To be read in conjunction with the SEND information report.

Vision:

At Sponne School, we believe our teachers are all teachers of students with special educational needs (SEND). They are accountable for all students' progress and attainment including those who have SEND.


Our vision is to be an exceptional school; inclusive and progressive, where everyone matters and everyone achieves.

Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes - some students need more than others. We are committed to giving students whatever they need to ensure they make the progress necessary to get the successful outcomes they deserve. We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

Our motto is to 'Dream, Believe, Achieve' and all that we do is aimed at enabling our young people to reach their goals.

Our aims:

- 1) To identify students with special educational needs and additional needs and provide effective provision and support.
- 2) To work within the guidance of the SEND Code of Practice, 2014.
- 3) To operate a whole school approach to the management, identification and provision for students with SEND.
- 4) To provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN and Disability policy and ensure staff have the training and tools to implement support and provision.
- 5) To provide support and training for all staff working with children with special educational needs.
- 6) To ensure pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.
- 7) To ensure that SEND and inclusive practice is positively valued by all members of the school community.
- 8) To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every student whatever their prior attainment.
- 9) To use our best endeavours to ensure that any student with SEND gets the support they require.
- 10) To implement a graduated approach and use the Assess, Plan, Do, Review approach in line with the SEN Code of Practice, 2014 to achieve a high level of achievement for all.
- 11) To work collaboratively with external agencies and specialists including those from Health and Social Care.
- 12) To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- 13) In conjunction with the Medical Policy assist in making arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 3 of 11
--	--------------------------------------	---	---

Legislation and guidance

This policy and the SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions


The SEND Code of Practice sets out the principles, legislative background and processes in place to support young people with SEND (Department for Education and Department of Health, 2015). The SEND Code of Practice defines SEND as:

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is **additional to, or different from,** that made generally for other children or young people of the same age by mainstream schools.

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 4 of 11
--	--------------------------------------	---	---

Roles and Responsibilities

The SENCo/ Director of Inclusion

They will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements. Ensure the school keeps the records of all students with SEND up to date.

The Headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

Teachers


Every teacher is responsible for:

- The progress and development of every student in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy.

Parents/Carers

They will:

- Liaise with the student's tutor, regarding any concerns
- Attend progress evening to discuss progress, and any concerns

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 5 of 11
--	--------------------------------------	---	---

Admissions

In compliance with the [Equality Act 2010](#), Sponne will not discriminate on the grounds of disability. Students with SEND are admitted on an equal basis with others in accordance with our admissions policy.

Close liaison with linked primary schools prior to admission is maintained to ensure maximum information is obtained, enabling staff from the SEND department to have specific strategies in place for individual students, if required.

Appropriate transition programmes are arranged for students who require a longer period to adjust to the demands of Sponne.

Identifying Needs and the SEND register

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle; assess, plan, do, review (Code of Practice 6.44).

To ensure that Sponne actively identifies students who may have a specific learning difficulty, Sponne administers whole year group screening tests in Year 7.

The school uses a suite of computerized screening tests, which test a range of skills including spelling, reading, working memory, processing and reading comprehension. The SENCo alongside the Literacy Co-ordinator will consider the data in collaboration with teaching staff and PLL.

At Sponne, teachers and senior leaders monitor the progress and outcomes of students. Where there are SEND concerns, staff are required to complete a SEND referral form which will then be processed by the SENCo. This also highlights whether the student should be added to the SEND Support/**K** register. If a teacher has a concern about a student's learning/behaviour or emotional wellbeing they are advised to follow the Graduated Approach with support from the SEND faculty. Before assuming a child has SEND, different strategies must be used... When a student is added to the SEND register a Student Digest Page which highlights the needs of the student and states to support the student will be written and shared with staff.

In addition; if a parent has a concern about a possible additional need for a child they are advised to first speak to the child's teacher who will inform the SEND Faculty. Teachers will use the Graduated Approach (assess, plan, do, review) the is expected to implement, monitor and evaluate one strategy at a time for a period of 3-6 weeks. Where a parent raises the concern with the SENCo, a request of information will be sent to staff followed by the graduated approach. The SENCo may observe the child. Depending on the outcome, the student may be added to the SEND register. Parents as well as the student will be involved in this process.

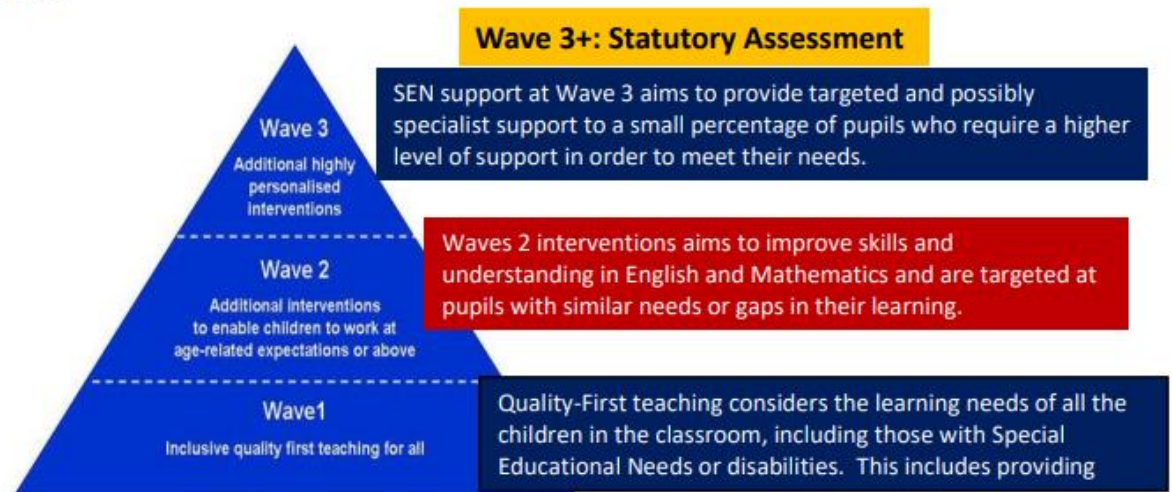



Managing Pupils' needs on the SEND register Provision

Teaching students with special educational needs is a whole school approach. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which consider all abilities, aptitudes and interests of pupils is vital to the success of every pupil.

The Waves of Support

The Wave of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan.



	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 7 of 11
--	--------------------------------------	---	---

Wave 1 - Universal Provision

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN (**Code of Practice 6.37**)

The class teacher should remain responsible for working with the child or young person on a daily basis. They should work closely with any teaching assistants or specialist staff involved. The SENCO should support the class teacher in the further assessment of particular strengths and weaknesses, in problem solving and advising on the effective implementation of support (**Code of Practice 6.52**).

Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring, and reviewing a student's progress.

- The teacher has the highest possible expectations of all students in their class
- All teaching builds on what students already knows, can do and understand
- Lessons are appropriately adapted, which means ways of teaching are in place so that all students can access the lesson and are fully involved in their learning. Some examples of these are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work
- Specific strategies (suggested by the SENCo) to support students to learn
- On-going assessment within the day-to-day framework to identify any gap or gaps in student's understanding/learning support.


Wave 2- Targeted provision

Targeted provision is provision that is **additional to or different** from that made for the majority of pupils in school. Once again, the analysis done at the 'assess' stage of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the pupil's needs. Sometimes, targeted provision is planned to take place outside the classroom, away from the class/subject teacher; sometimes target provision occurs within the mainstream classroom.

Wave 3 - Specialist Provision

The process of planning graduated provision for a student with an education, health and care (EHC) plan is firmly rooted in the graduated approach, the difference being that the needs of these students are likely to be more complex and the approach to meeting these needs will be even more personalised and individualised. Crucially, provision will be organised around the planned outcomes written in the student's EHC plan.

If student's needs are identified as requiring wave 3 specialist provision, the SENCo or parent can make an application, to the Local Authority, for an Education, Health and Care Plan (EHCP).

	Spodne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 8 of 11
--	--------------------------------------	---	---

EHCP Timeline

1-6 weeks

The local authority processes the application submitted by either school or parents. Within 6 weeks of making the request, you will receive a letter from the LA with a decision about the request for an EHC Needs Assessment

If the EHCP needs assessment is submitted and accepted, the LA will seek information from:

- The student's parent/ carer
- The student – their views, wishes and feelings
- The person who has submitted the request if not the parent
- Professionals in the student's current educational environment, usually the SENCo or Headteacher
- A health care representative
- An educational psychologist
- Any other professionals involved with the student that the LA thinks is appropriate

6 – 12 weeks

Those who are contacted for information related to the EHC needs assessment, have 6 weeks to respond. This is a legal requirement.

As the information from the above is received, the LA should decide whether or not to issue an EHC Plan and reach this decision by week 12. By week 12 the LA should decide if it will be able to start drafting the EHCP. This draft will be sent to the parents and those who contributed advice and information to the EHC Needs Assessment.

Weeks 13 -16

If by week 12, the LA has decided to issue an EHC Plan then it must issue the draft version by week 14. Once the draft has been issued, the parents have 15 days in which to respond to the draft with their comments and changes, to name the type of school (mainstream or special) and/or the specific school they want named in the EHCP and to request with the LA if they would like to discuss the EHCP.


If by week 12 the LA decision was to not issue an EHCP then it must notify the parents of this decision and of their right of appeal; this must be done by week 16.

Weeks 17 - 20

Between week 17 and week 20 the LA should issue the final EHCP. A copy should be sent to the parents and to the school named in the EHCP, where the student will be attending.

The 20-week deadline is a legal deadline.

An EHCP is reviewed yearly. The annual review gives the parents, carers, the student, the LA, and the educational facility an opportunity to reflect on the last year and suggest changes.

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 9 of 11
--	--------------------------------------	---	---

Medical conditions list or register for students with EHCPs

- a) Schools admissions forms request information on pre-existing medical conditions.
- b) Parents are able to inform the school at any point in the school year if a condition develops or diagnosed.
- c) A medical conditions list or register is kept, updated and reviewed regularly by the SENCO and information is stored in the whole school medical record
- d) All staff have an overview of the list and Care Plans for the pupils in their care, within easy access whilst preserving confidentiality.
- e) EHCPs are reviewed at least annually or when a child's medical circumstances change, whichever is sooner.

Medicines

- a) Where possible, unless advised it would be detrimental to health, medicines should be prescribed in frequencies that allow the pupil to take them outside of school hours.
- b) Where this is not possible, prior to staff members administering any medication, the parents/carers of the student are required to complete and sign a parental consent to administration of medicine form.
- c) No student will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.
- d) Medicines **MUST** be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions.
- e) Medications will be stored in first aid.
- f) Any medications left over at the end of the course will be returned to the child's parents.
- g) Written records will be kept of any medication administered to children.


Criteria for exiting the SEN register/record

For many pupils, early identification and timed intervention (Wave 2), the pupil may overcome their difficulties. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely. Support will also be offered to students when exiting the register. This acts as a safety net and ensures students making good progress with special educational needs are more closely monitored by teachers and the SEND team to ensure this progress continues.

The Local Offer

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need. For more information on the local area follow the link below:

<https://www.westnorthants.gov.uk/local-offer>

	Sponne School SEND Policy	Issue/Revision Date Page	1/2024 November 2024 Page 10 of 11
--	--------------------------------------	---	--

Conclusion

This school policy reflects the consensus of opinion of the whole teaching staff, and has the full agreement of the governing body and school staff.

- Every teacher is a teacher of SEND. The implementation of this policy is the responsibility of all the staff.
- The school's SEND Information Report is an appendix to this policy and outlines the school's practice in great depth.



Reviewed by	Claire Cutler - SENCO
Date of Review	November 2024
Signed and Agreed by Governors	25 th November 2024
Next Review Date	November 2025
Key legislation	Equality Act 2010 Children Act 1989 & Disability and Discrimination Act 1995
<p>The aims, objectives and practice of this policy comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) 3.65 and has been written with reference to the following guidance and documents</p>	
<p style="text-align: center;">Equality Act 2010 Advice for schools DfE Feb 2013 SEND Code of Practice 2014 Schools SEN Information Report Regulations 2014 Statutory Guidance on Supporting Pupils at school with medical conditions April 2014 The National Curriculum in England 2014 Safeguarding Policy Accessibility Plan Teachers Standards 2012 Anti-bullying policy Safeguarding and Child Protection Policy Behaviour Policy KCSIE part 1 2024</p>	