



Isle of Wight
Education Federation

The Governing Board for the
Isle of Wight Education Federation

SEND Policy

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Isle of Wight Education Federation colleges believe in providing every possible opportunity to develop the full potential of all students. All students will have the right to a broad and balanced curriculum, including extra- curricular activities. All students are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources.

Every teacher is a teacher of every student, including those with SEND

This policy complies with the statutory requirements laid out in the SEND and Disabilities Code of Practice; 0-25 years (July 2014). Section 3.65 and has been written with reference to the following guidance and practice;

- Equality Act 2010;
- Advice for School DfE Feb 2013
- SEND Code of Practice; 0-25 (July 2014)
- Schools SEND information and report regulations (2014)
- The Children's and Families Act, (2014)

The Isle of Wight Education Federation SENDCo is Mrs Deborah Connor (Assistant Head Teacher) – National Award for SEN (NASENCO), University of Winchester (2016). Contact email address: Deborah.connor@iwef.org.uk

The SENDCo is a member of the IWEF Federated Senior Leadership Team (ref *Role of the SENDCo in schools SEND Code of Practice, 6.89*)

Section 2

Aims

- Raise aspirations and expectations for all pupils with SEND to achieve good levels of progress across the curriculum.
- Focus on outcomes and impact of provision and support, rather than on hours of support alone

Objective

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided by the SEND Code of Practice (2014)
- To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff – all teachers are teachers of SEND.

Section 3: **Identifying special educational needs**

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Although these four broad areas give an overview of the range of needs we plan for, IWEF Colleges will identify the needs of students by considering the needs of the whole child. The purpose of identification is to what action we, as a school, need to take, not simply to fit a student into a category.

The following are not considered to SEND but may impact on progress or attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Under the 2014 Code of Practice, identifying behaviour as a need is no longer acceptable. Any concerns relating to a student's behaviour will be investigated as an underlying response to an educational need which IWEF Colleges will recognise and identify clearly, based on our knowledge of the student and the robust assessment processes in place.

Section 4: A Graduated Approach to SEN Support

- IWEF Colleges view quality first teaching for all students as paramount to achievement and progress.
- The subject teacher has a vital role in providing for all students, delivering high quality differentiated and personalised teaching which takes into account prior data of all students in a class and this is the first step in meeting the needs of students who have, or may have SEND.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where access the support from teaching assistants. Additional intervention and support cannot compensate for a lack of good quality teaching
- IWEF Colleges regularly review the quality of teaching for all pupils, including those at risk of underachievement. This involves reviewing, and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- IWEF Colleges decide whether to make special educational provision by involving the subject teachers and SENDCo to consider all of the information gathered from within the school regarding the student's progress, alongside national data and expectations of progress.
- For higher levels of need, support will be sought from a range of specialist external assessment providers, including Speech and Language, Autism Outreach, Hearing/Visual impairment services and the Educational Psychology service.
- A student will be placed on the SEND register where assessment shows that the need is additional to, or different from other students at the same stage. The SENDCo will then formally notify the parents. The subject teacher(s) and the SENDCo will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. These plans will take into account the views of the child. Any related staff development needs will then be identified and addressed.
- Students will be monitored using the assess, plan, do, review framework.

Managing students' needs on the SEND register

- IWEF Colleges use provision mapping to record and evaluate the impact of provision made for individual students.
- In addition, student learning passports and individual student learning profiles are drawn up, in consultation with the student and parent for specific student needs. These are shared with relevant staff and are available to all staff as linked documents on the school SIMS system.
- The subject teacher holds the responsibility for evidencing progress according to the outcomes agreed.
- These plans are reviewed termly.
- In addition, students with an Education and Health Care Plan are reviewed at least annually, as required by the SEND Code of Practice.
- The Federation's contribution to the Local Offer contains further detail regarding how the level of provision is decided and can be accessed via the info section on the school's website.

Section 5: **Criteria for exiting the SEND register**

- Termly reviews of students on the SEND register will take place. Where a student has achieved the agreed targets and made expected progress in line with national expectations, the SENDCo will write to the parents of the student, informing them that the student will exit the SEND register.

Section 6 : **Supporting students and families**

- IWEF Colleges contribute to the LA Local Offer (see website).
- IWEF Colleges' Admissions Policies can be found on the Colleges' websites.
- All students with SEND are assessed to determine which, if any, access arrangements can be put in place to ensure SEND students are able to access exams and assessments, both internal and external. The SENDCo is responsible for ensuring that testing takes place, usually in the first term of Year 10, although testing can take place at other times, should the need for this be identified.
- Transition meetings take place for all students moving key stages. This includes the SENDCo attending annual review meetings for all Year 6 students with an EHCP.

Section 7: **Supporting students with medical conditions**

- IWEF Colleges recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students 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 students may also have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 8: **Monitoring and Evaluation**

- IWEF Colleges use a robust system to monitor and evaluate the quality of provision offered to all students. This involves regular auditing of marking, assessment, teaching and canvassing of student, parent and staff views. This leads to the promotion of an active process of continual review and improvement of provision for all students.

Section 9: **Training and resources**

- SEND is funded via capitation, top-up funding and high needs funding.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The SENDCo regularly attends the LA SENDCo network meetings in order to keep up to date with local and national updates in SEND and also regularly sits on the LA SEND panel.

Section 10: **Roles and Responsibilities**

The role of the SEND Governor

- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.
- Discuss with school staff the outcomes of the colleges' monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life
- Take opportunities to meet and talk with parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The role of LSAs

- To work supporting teachers and students in the classroom and, where need is identified, in small group and 1:1 sessions
- To liaise with parents regarding progress
- To keep accurate records of provision

Section 11: **Reviewing the policy**

The policy will be reviewed annually

Section 12 : **Dealing with complaints**

- In the first instance, all comments and complaints should be addressed to the student's tutor, with a copy to the SENDCo
- The SENDCo can be contacted via the email address given at the beginning of this document, or directly via the Colleges' telephone switchboard.