

SEND Policy

Southend High School for Girls Academy Trust



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Special Educational Needs and Disability Policy	Date first issued 2014	Page 1 of 9

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1. Context

The Special Educational Needs and Disability Policy should be read in conjunction with the following school policies:

This report should be read in conjunction with the following policies:

- *Special Educational Needs and/or Disability (SEND) Information Report*
- *Supporting Students with Medical Conditions*
- *Behaviour and Rewards Policy*
- *Safeguarding and Child Protection Policy*
- *Equality and Diversity Policy*
- *Accessibility Policy*
- *Access Arrangements Policy*

These policies can be found on the school's website www.shsg.org or requesting a copy by emailing office@shsg.org.

2. SEND Code of Practice

The SEND Code of Practice 2015 describes SEN as:

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.

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*

There are four main areas of need as outlined by the Code of Practice 2015:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

3. Legislation and Guidance

This policy and 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 pupils 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 (SENDCOs)
- SEND Information Report

4. The School's Aims and Values

Southend High School for Girls seeks to ensure that students with special identified needs take part in the school curriculum as far as is possible. The school aims to achieve this through effective SEN support and provision, ensuring at the same time the effective education of other students. Students with Special Educational Needs will be encouraged to be resilient, independent learners. Any additional needs a student may have should not be a barrier preventing them from taking on responsibilities within the school community, achieving academic excellence, fulfilling their potential and aiming to reach the highest standards in all areas of school life.

The specific objectives of our SEND Policy are:

- to identify students with special educational needs and disabilities
- to ensure that their needs are met
- to ensure that parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that all students make progress
- to ensure that students with special educational needs and disabilities take part in all the activities that the school has to offer.
- to ensure that students are able to express themselves, be heard and be fully involved in decisions which affect their education.
- to promote positive and successful partnerships with outside specialist agencies where appropriate

Every member of the school community has a significant and constructive part to play in achieving these aims.

5. Roles and Responsibilities

The SENDCO is Ms Rebecca Ford.

They will:

- work with the Headteacher and SEND governor 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 coordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and High Quality Teaching
- advise on the graduated approach to providing SEND 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 and its support services
- liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and Governing Board 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 SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

Every teacher is responsible for:

- the progress and development of every student in their class
- working closely with any support workers 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 SENDCO to review each student's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

6. Identification of students with SEND

The school will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- This may include progress in areas other than attainment, for example, social needs.
- **Slow progress and low attainment will not automatically mean a student is recorded as having SEND.**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7. Monitoring, Assessment and Review for all Students with SEND

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

8. Staff Training

The school has an ongoing programme of Continuing Professional Development opportunities in and out of school for all staff. In addition, teachers and support staff have access to a designated SENDCO.

- The SENDCO has undertaken the National Award for SEN Provision.

- The SENDCo attends relevant courses on how to support students with special educational needs.
- The SENDCo will provide training for staff through INSET as and when appropriate. Particular support is given to new staff and trainee teachers as part of their induction programme.

9. SEND Information Report

The SEND report is published on the school website and is updated annually. It contains details of the local SEND offer and where this is published, outlines the school's provision for students with SEND and how the school will implement its SEND policy.

10. Adaptations made to the Curriculum and the Learning Environment of Children and Young People with SEND in order to access Education remotely

SHSG has offered all students access to live lessons throughout Lockdown/when self-isolating. We recognise that some students, for example some students with special educational needs and Disabilities (SEND), may not be able to access remote education without more guided support from adults at home. We acknowledge the difficulties this may place on families and we work closely with parents/carers and the relevant pastoral support officer to support these pupils in the following ways:

- Increased check-ins with parents/carers and students via phonecalls / email
- Adapting Individual Support Plans and Pen Portraits
- Students are RAG rated for level of support and intervention required during this time period
- Risk assessments are completed for any child who has an EHCP as to whether they are better to attend school alongside children of critical workers and those classed as vulnerable or access remote education at home
- If any SEND student is at risk, they will be invited in to attend school alongside children of critical workers and those classed as vulnerable
- 1:1 Academic Intervention sessions will continue / be offered if necessary.
- Laptops have been loaned to students who do not have adequate resources at home to access remote education. Please refer to the Pupil Premium section on the school's website for more guidance on additional support available (including financial help towards securing internet access).
- Resources have also been sent home (coloured overlays, visual timetables, books in larger fonts/dyslexia friendly, Dictaphones etc.)

11. Adaptations made to the school environment to make the learning environment accessible to all

Details of the adaptations that have been made to the school premises are listed in the Accessibility Policy which can be accessed via the school website www.shsg.org or requesting a copy by emailing office@shsg.org.