**THE HOWARD PARTNERSHIP TRUST (THPT)**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)**

<table>
<thead>
<tr>
<th>Date created:</th>
<th>December 2014</th>
<th>Trust Committee Responsible: Standards and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review period:</td>
<td>Annual</td>
<td>THPT Lead Contact: THPT Inclusion Leads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Specific Lead: Mr Snashall and Mrs Waller</td>
</tr>
<tr>
<td>Last reviewed:</td>
<td>September 2019</td>
<td>Next due for review: September 2020</td>
</tr>
<tr>
<td>Status:</td>
<td>Statutory</td>
<td>Publication: Website</td>
</tr>
</tbody>
</table>

**Purpose**

- All students, staff and parents know that our SEND provision is in keeping with the school's aims, Teaching & Learning Policy and THPT Equality & Diversity Policy.
- The Trustees, Local Governance Boards and staff of the Trust will ensure that all students enjoy a broad, balanced and relevant education that meets individual needs.
- The fundamental objective of THPT’s SEND policy is to provide the supportive framework within which students requiring additional support are identified, assessed, assisted and monitored.

In THPT schools, we respect the unique contribution that every individual can make to the community and seek to place this contribution within a clear structure that both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our schools, every teacher is a teacher of every student, including those with SEND, with a focus on bringing out the best in all. We are proud of our inclusive environment which ensures that all students, no matter what their additional needs, are included in all activities, including educational visits.

We define special educational needs and disability (SEND) using the SEND Code of Practice 2015.
SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.¹

Disability: Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’²

Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) has the day-to-day responsibility for the operation of SEN policy and is responsible for the co-ordination of specific provision made to support individual students with SEN, including those with an education, health, care plan (EHCP). Part of the role of the SENCo is to co-ordinate arrangements with the school staff regarding those students with SEN and/or disabilities.

Details of staff in school with specific roles:

SENCo: Mr Snashall and Mrs Waller
Contact details: ssnashall@oxtedschool.co.uk pwaller@oxtedschool.co.uk
National Award for SEN: November 2016

SEN Governor: Mr Taylor
Designated Safeguarding Lead (DSL): Mr Milne
Deputy Designated Safeguarding Leads (DDSL): Mrs Waller and Mr O’Sullivan
Teacher responsible for managing Pupil Premium funding: Ms Bergamo
Teachers responsible for medical needs of students: Mr Milne and Ms Nicholls

How was this policy put together?

This policy was created in December 2014 involving all stakeholders, including parents and staff. It was updated in June 2018.

The policy reflects the statutory guidance set out in the SEND code of practice 2015.

¹ Code of Practice 2015
² Equality Act 2010
This policy can be accessed through the school website at https://www.oxtedschool.org/SEN-information-Reports/ and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)
- Keeping Children Safe in Education (2019)
- Working together to Safeguard Children (2018)

As with all THPT policies, there will be a consistent application of the policy and procedures which will take into account gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment.

Aims and Objectives

Aims

In all THPT schools, all students, regardless of their particular needs, are provided with inclusive and high quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points
- Ambitious educational and wider outcomes will be set for them in conversation with the student and parents
- We will use our best endeavours to give students with SEND the support they need
- Our aim is that all students become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

Objectives

See Appendix One for the school specific objectives.

---

3 SEND Code of Practice 0-25 (2015) section 3.65
4 SEND Code of Practice 0-25 (2015) section 6.2
Identification of Needs

Within SEND, there are four areas of need:

- Communication and interaction – this includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD).
- Cognition and learning – this includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health – this includes students that are withdrawn or isolated, those that display challenging, disruptive or disturbing behaviours, those who are diagnosed with attention deficit disorder (ADD), or attention deficit hyperactive disorder (ADHD), those with an attachment disorder, anxiety or depression.
- Sensory and/or physical – this includes hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability.

Across THPT schools, we will identify the needs of each student by considering the needs of the whole child. This will be from in school testing and observation and we will take into account external specialist assessments. These needs will be broader than focusing on the special educational needs of the young person. This in turn will lead to setting out the arrangements which will be put in place to address the identified needs. These arrangements may be in class, with a focus on quality first teaching. The school’s provision map, which can be found on the school’s website, identifies these arrangements in more detail.

A Graduated Approach to SEN Support

All teachers provide quality first teaching in lessons. If a student has SEND, the teaching is adjusted to take account for this, ensuring personalised teaching based on individual need. All teachers are given information about individual students’ SEND and how best to support them in the classroom. This is the first step in responding to students with SEND and ensuring quality first teaching. These students will be coded as B (Be aware) or an equivalent coding. Students with access arrangements for examinations may fall into this category. Assessments leading to access arrangements for GCSEs need to be completed in Year 9 at the earliest.

Teachers are responsible and accountable for the progress and development of all students in their class, including where students access additional support from learning support assistants (LSAs), teaching assistants (TAs) or specialist staff.

We monitor students’ progress on a termly basis and use this information in conjunction with teacher feedback to identify the need for additional intervention. Additional intervention and support cannot compensate for a lack of good quality teaching and we ensure, through regular observations and learning walkthroughs, that our teaching meets the needs of all students, including those with SEND.

5 SEND Code of Practice 0-25 (2015) sections 6.28 – 6.35
6 Joint Council for Qualifications 2018
The school’s SEN Information Report, which can be found on the website [https://www.oxtedschool.org/SEN-information-Reports/](https://www.oxtedschool.org/SEN-information-Reports/) provides additional information about how we support students with SEND to achieve their full potential.

Any decision to make special educational provision is taken involving the teachers and SENCo, considering all of the information gathered from within school about the student’s progress based on their age and starting points. This is then compared to national data and expectations of progress. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes
- Specific assessments, as required (including external specialist assessments)

Where students have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist, learning and language support, traveller support service, physical and sensory support service, speech and language service and occupational therapy service.

**Special Educational Needs Register**

Where a student has been identified as having special educational needs, THPT schools will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person’s progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the young person’s previous rate of progress
- Fails to close the attainment gap between the young person and their peers
- Widens the attainment gap

the decision will be taken whether or not the young person needs to be placed on the SEN register under the category of **SEN Support** (this category replaces school action and school action plus). This SEN support will take the form of a four-part cycle (see the diagram below):

---

[Diagram: Assess, Plan, Do, Review cycle]

---

7 SEND Code of Practice 0-25 (2015) section 6.17
8 SCC Pathway Plan Guidance October 2014
Assess

We will ensure that we regularly assess all students’ needs so that each young person’s progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases, we will draw on assessments and guidance from other educational professionals.

Plan

Where SEN Support is required, the teachers and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as SEND Support Arrangements.

Do

The subject teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher and the additional adults working with the young person. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

Review

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For students with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually. An EHCP will replace a statement of SEN and all students who currently have a statement of SEN will transfer over to an EHCP by 2018.

SEN Support can take many forms and could include:

- A tailored learning programme for the young person
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working with the young person in a small group
- Observing the young person in class or at break and keeping records

---

9 SEN and Disability – a guide for parents and carers (2014) p.30
- Helping the young person to take part in class activities
- Making sure that the young person has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting the young person at break times
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Time bonded interventions (interventions that are put in place for a specific amount of time and then assessed for their impact)
- Parents/carers reinforcing learning at home
- Training teachers in how to support students with SEND
- Regular information sharing and development of strategies

Oxted School's SEN Information report details how the needs of students with SEND will be met in more detail.

**Students with Medical Conditions**

THPT schools recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Refer to the Supporting Children at School with Medical Conditions Policy for further guidance.

**Reviewing the SEND Policy**

In line with all school policies, the SEND policy will be kept under regular review by Mr Snashall and Mrs Waller (SENCos), Mr Taylor (SEN Governor) and the THPT Trustees.

If parents have comments, compliments or concerns that they would like to share, these should be addressed to the SENCo at senhelpdesk@oxtedschool.co.uk in the first instance.

---

**Appendix One**

THPT SEND POLICY SEPTEMBER 2019 APPROVED
The School’s objectives for the academic year 2019 - 2020 are:

**Quality of Education:**
Intent: Ensure that there are opportunities within the curriculum for additional reading, metacognition and access arrangements

Implementation: Ensure consistency in differentiation and scaffolding for all students

Impact: All SEND staff responsible for measuring the impact of their input

**Behaviour and Attitudes:**
Attendance and behaviour SEND concerns keyworked and intensely supported

Appropriate interventions in place for SEMH concerns

**Personal Development:**
All SEND students to be encouraged to attend extra-curricular activities that complement their interests

**Leadership and Management:**
Utilisation of multi-professional teams including Inclusion Outreach/THPT psychology/Education Psychology/STIP/LLS

SEND register and tracking

Ofsted ready

Clear Line Management structure