

29. Special Educational Needs and Disability (SEND)

Date adopted: July 2020

Review: July 2022

See EOTAS policy control document (held by Business Manager) for status, notes and actions pertaining to this policy

Please read this policy in conjunction with the SEND Information Report, which gives detail about how SEND are identified and supported within EOTAS and how progress is measured, along with how parents/carers and students are involved, in line with statutory expectations outlined in the SEND Code of Practice (2015.)

1. Definition of SEND

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 them.

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. (SEND Code of Practice, Jan 2015)

Under the SEND Code of Practice (2015), there are two levels of SEND. A child/young person can be identified as having SEND at SEN Support and will be placed on the SEN Register. A child/young person with significant needs may be issued with an Education, Health and Care Plan (EHCP) following a co-ordinated assessment of their Education, Health and Care needs.

What kinds of Special Educational Needs and Disabilities does Swindon EOTAS provide for?

Swindon EOTAS comprises four Centres. Each has a focused provision for targeting groups of pupils who have temporarily or permanently left their mainstream schools, through health, emotional or behaviour problems. Our aim at EOTAS is to provide individual pupils with the individual quality education that helps them to progress in a safe and healthy environment.

All pupils entering EOTAS Swindon are placed on the SEN Register at SEN Support for Social, Emotional and Mental Health Needs, other than those on the roll of the Hospital and Home Tuition Service, where a decision is made on a case-by-case basis. For those students already on the SEN Register for different areas of need, these needs are also recorded. A detailed assessment and information gathering process is carried out as part of the admission process, to identify whether pupils have SEN in other areas.

Students on the Special Education Needs register at EOTAS will have needs that cut across the following four broad areas of need as outlined in the SEND Code of practice (2015) and documented below. Their area of SEND may also change over time.

As stated in the Code of Practice for SEND 2015, the four broad areas of SEND are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy (23)
- Accessibility Plan (1)
- Teachers Standards 2012

3. Aims and Objectives

The aims of our SEND policy and practice in EOTAS are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

4. Roles and responsibilities

The Head of Service and Heads of Centre hold the overall responsibility for the management of all aspects of the school’s work, including provision for students with SEND. On a day-to-day basis, the responsibility is managed by the Special Educational Needs Co-ordinator (SENCo), who should be contacted in the first instance.

To contact the SENCo please email chris.mawdsley@eotas.swindon.sc.uk or call Fernbrook College on 01793 618406 ext. 243

There is a SEND Team within EOTAS, consisting of:

- SENCo (across all Centres) – this is **Chris Mawdsley**, who has Qualified Teacher status and holds the National Award for SEN Co-ordination, along with a postgraduate certificate in vulnerable learners and inclusion
- SEN lead within each Centre
- Pastoral Support Workers and Therapeutic Support Workers
- HLTAs and TAs

There is a member of the Management Committee who is designated to have oversight of SEND and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. This is **Doug Morris**.

The SENCo is responsible for:

- The day to day operation of the EOTAS SEND Policy
- Co-ordinating and planning provision for students with SEND, including additional adults
- Advising on and assisting with the identification of students with SEND
- Maintaining the SEND register
- Offering advice and support to teachers re SEND
- Co-ordinating special examination arrangements known as Access arrangements for internal and external examinations.
- Keeping parents informed of their child's SEND
- Deciding when to involve outside agencies
- Updating the SEND Policy
- Producing the SEND Information Report
- Co-ordinating transition for SEND students with an Education, Health and Care Plan (EHCP)
- Where appropriate, requesting an EHC Needs assessment
- Co-ordinating Annual Reviews for students with Education, Health and Care Plans (EHCPs)

3. Admissions

The admission of pupils with SEND to Swindon EOTAS is as stated in the school's admissions' policy (2.) The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings and assessments carried out during these and will work closely with parents to ascertain whether a child/young person has been identified as having SEN.

If the school is alerted to the fact that a child/young person may have a difficulty in learning they will make their best endeavours to collect all relevant information and to plan a relevant, differentiated curriculum.

Where a student has an EHCP, admission to Swindon EOTAS will be through consultation by the Swindon or other Local Authority SEND Team, in line with procedures set out in the SEND Code of Practice (2015.)

5. Access for Disabled

To ensure access for pupils or parents with disabilities, the school aims to address the three areas of improving access to:

- The physical environment
- Access to the curriculum
- Access to information usually provided in written form

Please see 1. Accessibility Policy for more information about how this is being done to ensure an inclusive learning environment for all.

6. Resources

Funding is allocated with regard to the school's statutory duty to meet the objectives on EHC Plans, and its responsibility to make provision for students with SEND but without these.

The funding for SEND comes from several different streams including the EOTAS top-up for all pupils with SEND and SEN High Needs funding for students with EHCPs.

The deployment of resources and staffing is arranged by the Head of Service and Heads of Service in consultation with the SENCo, having due regard for the individual needs of the students.

7. Managing medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP.)

Pupils with medical conditions are supported in line with the Supporting pupils with medical needs policy (41.)

8. Monitoring and evaluating the quality of education provided for students with SEND

- The SENCo is accountable to the Head of Services and Heads of Centre for the implementation, monitoring, review and evaluation of the policy.
- The service is committed to regular and systematic evaluation of the effectiveness of its work.
- The school employs a variety of methods to gather data for analysis including:
 - Observation of teaching
 - Analysis of the attainment and achievement of different groups of students with SEND
 - Reviews of EHCPs
 - Results in GCSE and other public examinations
 - Post 16 destinations of students with SEND
 - The views of parents and the students at review meetings
 - Maintenance of assessment records e.g. reading and spelling ages that reflect progress over time

Following the collection of data, the school reports annually upon its successes and identifies aspects for future development within the SEND Information Report and SEND Report to Governors.

This policy is reviewed annually by the SENCo every two years.