

**Our Vision**  
**Achievement for all**  
**Our Mission**

To fulfil this through developing every child’s personality abilities and talents to the full, to be the best that they can be.

This school is a Rights Respecting school and we support children’s entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

Right 2: Non discrimination.

Right 3: The best interests of the child must be a top priority.

Right 5: Governments (in this case, the school) must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Right 6: Every child has the right to life.

Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Right 13: Freedom of expression.

Right 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community

Right 24: Every child has the right to the best possible health

Right 28: Right to education

#### Equality Impact-

This policy has been written whilst considering that every child in our school has a Special Educational Need or Disability. This school believes that every child and young person has an entitlement to develop to his or her full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school’s population is valued as a rich resource, which supports the learning of all. In this school, we recognise children and young people have a right to a broad, balanced relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

#### Acronyms-

SEN- Special Educational Needs

SEND- Special Educational Needs and Disability

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Author                          | Rib Williams                      |
| Date written                    | January 2019. Reviewed April 2021 |
| Date approved at Governing body | June 2021                         |
| Date for review                 | June 2022                         |

In line with the SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support for all pupils deemed to require special educational provision to be made for them at Sandgate School. This Policy sets out our commitment to raising the aspirations and expectations for all children and young people.

The purpose of this document is to describe the provision we make for children and young people identified as having a special educational need or disability (SEND) and the principles by which we make that provision. For consistency and clarity, the term SEND is used throughout this document.

## AIMS OF THIS POLICY

The overarching aim of this policy is to ensure that the needs of children and young people with SEND are accurately identified and effectively met so that all such children and young people are able to achieve and develop well both as individuals and as members of the community. To this end, we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and well-differentiated to meet the needs of all children and young people with SEND.
- Make sure that additional support is well targeted.
- Use the most appropriate resources to support learning.
- Continuously monitor and evaluate the effectiveness of our provision for all children and young people with SEND to ensure that we are providing equality of educational opportunity and value for money.

## OBJECTIVES

Through the application of this policy we wish to:

- Ensure all staff implement the school's SEND policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEND issues.
- Meet the individual needs of all pupils irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve the child to ensure that their wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Author                          | Rib Williams                      |
| Date written                    | January 2019. Reviewed April 2021 |
| Date approved at Governing body | June 2021                         |
| Date for review                 | June 2022                         |

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child or young person is defined as having special educational needs if he or she:

- Has a learning difficulty or disability which is over and above those of the age-related peer group in the wider community;
- Has an Education Health and Care Plan (EHCP)
- 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 provision.

All of the pupils at Sandgate have an EHCP. This policy therefore applies to all pupils at the school.

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs
- communication and interaction

The identification of behaviour as a specific need is no longer an appropriate way of describing SEND. Any concerns relating to a pupil's behaviour are understood to be a response to a need which the school has recognised and identified clearly.

## A GRADUATED APPROACH TO SEND SUPPORT AT SANDGATE SCHOOL

All teachers are responsible and accountable for the progress and development of pupils in their class. High quality differentiated teaching is a priority of the school, and is the first step in responding to young people who have SEND. Teaching is regularly monitored through internal and external observation processes and teacher appraisal.

Due to the nature of our staffing and students, we have a huge range of knowledge and understanding in many areas of SEND. Under the direction of the Senior Leadership Team (SLT) we:

- Share information on the specific needs of pupils with SEND through purposeful CPD;
- Liaise with schools to aid transition for pupils with SEN and to ensure continuity of support;
- Liaising directly with Inspira/Adult Services regarding transition to further education opportunities.
- Work with parents / guardians of pupils and run support sessions

## MANAGING THE NEEDS OF SEND PUPILS

The school follows the guidance of the SEND Code of Practice and used a graduated approach to the identification and assessment of and provision for pupils with SEND. This approach includes the following:

### 3

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Author                          | Rib Williams                      |
| Date written                    | January 2019. Reviewed April 2021 |
| Date approved at Governing body | June 2021                         |
| Date for review                 | June 2022                         |

- Regular communication and liaison between SLT and teaching staff regarding appropriate support of pupils with SEND;
- Parents / carers are seen as key partners in the educational process. All parents / carers are welcome to contact the class teacher or member of SLT if they have any concerns or questions regarding SEND provision, and are strongly encouraged to keep regular contact with the school regarding their child's progress. In addition to annual review meetings, information is also passed through home-school diaries, phone calls, class and school newsletters, parents' events and via Parentmail.
- Progress for pupils is measured termly via SOLAR, relevant to the child's programme of study, and through IEPs which focus on EHCP outcomes. Some KS4 and KS5 students also compile portfolios of evidence which are moderated externally for accreditation.
- An Annual Review is held every year but may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the pupil.
- Referral for outside agency support, as deemed necessary, in conjunction with the Headteacher, SLT and parents. This includes Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapist and Specialist Teaching Services.

## SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEND are guided towards Cumbria SEND Information Advice and Support Service (SENDIAS), with regard to the LA Local Offer for SEND. <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>
- The SEND policy is also available on the website.
  - Sandgate School's admission arrangements form part of the agreed LA admission arrangements for schools. The school's admissions policy can also be found on the website.

## SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Sandgate School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. The school will comply with its duties under the Equality Act 2010 the SEND Code of Practice 2014.

Named staff have the responsibility of dealing with first aid on a day-to-day basis and for managing the medication and other treatment of pupils with medical conditions. See the School's Medical Needs policy for more detailed information.

## MONITORING AND EVALUATION OF SEND PROVISION

The SEND policy is reviewed annually. The evaluation is based on:

- the progress made by pupils with SEND and the outcomes they have achieved in relation both to their curriculum and to their Individual Education Plan (IEP) targets;

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Author                          | Rib Williams                      |
| Date written                    | January 2019. Reviewed April 2021 |
| Date approved at Governing body | June 2021                         |
| Date for review                 | June 2022                         |

- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment)

## TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the School Improvement Plan/Learning Improvement Plan (LIP).
- A Deputy Headteacher oversees the CPD of all staff.
- New staff undertake an induction programme which supports their SEND understanding

## ROLES AND RESPONSIBILITIES

### Role of the Governing Body

The Governing body has regard to the SEDN Code of Practice when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND;
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents;
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body;
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

### Role of the classroom staff

The teachers and teaching assistants are responsible for delivering a highly motivating and appropriate curriculum to the children in their care. That curriculum will be designed around the Sandgate curriculum, the Progression Pathway and any accreditation frameworks as well as the individual needs of the child. The staff will differentiate and personalise the learning to allow the maximum growth for each child.

### Designated Teacher with specific Safeguarding responsibility

Headteacher and Deputy.

### Designated member of staff responsible for managing LAC funding

Business Manager and Headteacher.

### Designated member of staff responsible for managing the medical needs of pupils

Headteacher and School Nurse

## 5

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Author                          | Rib Williams                      |
| Date written                    | January 2019. Reviewed April 2021 |
| Date approved at Governing body | June 2021                         |
| Date for review                 | June 2022                         |