

EGGLESCLIFFE SCHOOL AND SIXTH FORM COLLEGE

A MEMBER OF
VISION ACADEMY
LEARNING TRUST

EGGLESCLIFFE SCHOOL SEND POLICY

Policy Reviewed and Adopted by the Local Governing Body

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Responsible Officers:

Mrs C Daniels

SENDCO

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Statement of Intent

Eggescliffe School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- **SEND Information Report**
- **Admissions Policy**
- **Equal Opportunities Policy: Pupils**
- **Pupil Confidentiality Policy**
- **Data Protection Policy**
- **Records Management Policy**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **Catch up Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Child Protection and Safeguarding Policy**
- **Careers Policy**
- **Exclusion Policy**
- **Behavioural Policy**
- **Complaints Procedures Policy**
- **Accessibility Policy/Plan**

I. Definition of Special Educational Needs

I.1 Pupils have Special Educational Needs if they have learning difficulties or disabilities which call for special educational provision to be made for him or her.

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- The school reviews how well equipped we are to provide support across the following areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and physical needs

1.2 Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.3 The SEND provision outlined in this policy is underpinned by the SEND information report for the school, which includes the Local Offer.

The Local Authority's Offer for children and young people with SEND and their families is accessible through their website, [Stockton on Tees Information Directory](http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page) website <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>
<http://stocktoninformationdirectory.org/kb5/stockton/directory/family.page?familychannel=1>

1.4 The government published new guidelines for the support and provision for children with special educational needs in SEND Code of practice: 0-25 Years.

1.5 The main changes from the SEND Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels. Pupil voice and parent/carer voice are fundamental to all discussions and decisions being made with students who have special educational needs.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It is required that all parties work closely to ensure close co-operation between education, health and social care.
- The school website show our school SEND information report that includes the Local Offer of support for children and young people with SEND or disabilities.

1.6 The new guidance for education and training settings requires a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus). This is now known as SEND Support (K).

1.7 For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).

1.8 We focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood.

1.9 Information is provided on relevant duties under the Equality Act 2010.

Ref : DFE statutory guidelines can be found in the document entitled : SEND Code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[Ref: The special educational needs and disability regulations 2014](#)

[Ref : Children's and Families Act 2014](#)

[Ref: Equality Act 2010](#)

1.10 There are four broad areas of SEND Need , these are:

- **Communication and Interaction**
This area of need includes children with Speech, Language and Communication Needs (SCLN) and have difficulty communicating with others and have difficulty in expressing themselves or understanding what is being said. Children may not understand or use social rules of communication. Pupils with Autism Spectrum Disorder (ASD) including Asperger's Syndrome can have particular difficulties with social interactions.
- **Cognition and Learning**
This includes children with Specific Learning Difficulties which can affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyspraxia and Dyscalculia. Other learning difficulties cover a wide range of needs such as, moderate Learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties(PMLD).
- **Social, Emotional and Mental Health Difficulties**
This includes any Students who have a range of emotional, social or mental health difficulties that is impacting on their ability to learn. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a **Social, Emotional and Mental Health (SEMH) Policy** to support pupils with these difficulties.

The school will aim to ensure that reasonable adjustments made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its **Behavioural Policy**, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

- **Sensory and/or Physical Difficulties**

This area of need includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. Some conditions can be age-related and can fluctuate over time. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and will ensure that their support needs are being met.

This policy should be read in conjunction with the Local Offer Guidance provided in relation to SEND provision at Egglescliffe school which is found on the school website and relates to all the relevant statutory requirements.

The school's **key staff** will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and as appropriate, to ensure that it is: Collaborative , Accessible; Comprehensive: Up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where and when required.

2. Philosophy

2.1 Egglescliffe School's teaching, learning and support is aimed at enabling pupils with SEND to make progress and reach their full potential in addition to being fully included in the school community and supported to make a successful transition through the Key Stages and into adulthood.

2.2 We fully believe that the child is at the centre of all that we do and always aim to work closely with parents/carers, the child, professional agencies and staff to provide the best possible learning opportunities to enable every child to 'let their light shine' and achieve their full potential. In the words of our school motto we 'move forward together'.

2.3 All students are entitled to have the support and education that enables them to make progress through the provision of well differentiated, Quality First Teaching which ensures that students who have additional learning needs are supported with their learning and life skills development.

2.4 At Egglescliffe School, SEND provision is integral to the school aims and the principles underpinning this policy are those upon which the whole ethos of the school is based:

- To be an inclusive school, engendering a sense of community and belonging by recognising, rewarding and valuing diversity among our pupils;
- To offer all pupils the opportunity to fulfil their potential;
- To monitor progress of all pupils to aid the earliest possible identification of SEND;
- To create a stimulating, caring and safe environment;
- To work in partnership with pupils and parents/carers.

The policy for SEND at Eggescliffe School is therefore based upon several fundamental beliefs:

- We believe that early identification of students' need is fundamental to providing the support that they need as soon as possible. We follow the graduated approach as outlined in the DFE's Special educational needs and disability code of practice:0 to 25 years.(Ref section 11)
- We believe that working closely with our primary schools is fundamental to ensuring a smooth and successful transition into Eggescliffe. We ensure we attend review meetings sometimes as early as Year 5, and provide enhanced transition opportunities for our vulnerable students in Year 6.
- We believe in the right of all pupils to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- We believe that all teachers should be regarded as teachers of SEND with the ability to identify and provide for those pupils who have special educational needs through well differentiated Quality First Teaching.
- We believe that pupils with special educational needs should be able to join in the activities/trips of the school together with pupils who do not have special educational needs, (so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated).
- We believe that all pupils can experience success in learning. We are aware that the right to a common curriculum does not automatically ensure access to it, nor progress within it. Therefore, we believe that it is the role of all senior leaders, teachers and support staff to eliminate, as far as possible, the barriers that prevent pupils from participating fully.
- We believe in robust data tracking and monitoring to assess students' progress regularly throughout the year and this helps formulate actions relating to possible required interventions, curriculum modifications or further links with professional agencies.
- We believe that participation in the curriculum by pupils with SEND is most likely to be achieved by encouraging good practice for all pupils.
- We believe that maximum success and progress can only be achieved by the joint cooperation, understanding and planning of staff, parents/carers, pupils, governors, support services and the LA.

3. Aims

1. To provide a flexible and responsive system which is able to effectively support pupils' learning through early identification of need that is shared with all key staff as soon as possible.
2. To identify pupils support need and disseminate information about them to all staff via, in order to raise awareness amongst staff and to cater for the pupil's needs at the earliest opportunity. This information is supplied as a profile that is developed through discussion with parents/carers, the child and any professionals involved with the identification of a child's needs.
3. To ensure that students are encouraged to actively be involved in discussion of their SEND needs and the development of strategies that they feel helps them overcome their difficulties with regard to learning or the learning environment.
4. To provide the required support and teaching strategies to eliminate barriers to learning through providing support to pupils and staff within the mainstream curriculum to help support the special needs of the individual pupil.
5. To promote a commitment to a whole school approach to meeting pupils' SEND by working with departments and supporting the development of teaching styles, strategies, interventions and materials in pursuit of a differentiated Quality First Teaching.
6. To work in partnership with parents/carers regarding individual pupils and SEND issues.
7. To work in partnership with the LA Support Services/Outside agencies and colleges/specialist placements to gain support and advice on individual pupils with significant learning difficulties.
8. To work in partnership with pupils to raise achievement, confidence, self-esteem and awareness of themselves as learners and of their own responsibility for learning.

4. Roles and Responsibilities

4.1 The SEND policy will be subject to a regular cycle of monitoring, evaluation and review, and a report submitted to the governing body regularly. The governing body should have an oversight of the arrangements and provisions for meeting Special Educational Needs, including how funding; equipment and personnel resources are deployed.

4.2 The SENDCO meets with the SEND Governor, as part of the school quality assurance policy. The SENDCo has day to day responsibility for the determination of the strategic development of the SEND policy and provision in school.

4.3 The Head Teacher has the ultimate responsibility for the day-to-day management of the school's work, including provision for SEND.

4.4 The SEND Team comprises of the AHT – SENDCO (Director SEND for VALT), Associate Assistant Head Teacher - SENDCO, Assistant SENDCO, and team of TAs and mentors.

4.5 At Eggescliffe we have our '**Endeavour Suite**', which is being developed further as a base for children who may require support for short periods of time from the SENDCO or one of our experienced Teaching Assistants or Mentors. This area is staffed at all times and children may access it when anxious and not able to attend lessons full time, whilst still being able to keep up with work from lessons. They may also access the base if they need a timebound 'reflection time' away from a lesson or situation, if they are struggling with sensory overload and if they are needing 1:1 time with a member of staff.

4.6 The Endeavour Suite is a where a child can come from early in the morning, at break and lunchtime if they need to attend interventions, homework support or just time to settle into the day.

4.7 Children can also access the Endeavour Suite at social times if they require a quiet time to read; complete homework; or join one of our lunchtime activities (e.g. Lego club, chess club, crafts club). This helps if they are anxious about social times or attending school.

5. The Role of the SENDCO and Support Team

- Collaborating with the governing body, Trust lead for SEND and Head Teacher to determine the strategic development of the SEND policy and provision in school;
- Take a leading role in the identification and assessment of SEND;
- Ensure the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy;
- Raise awareness of individual needs and general SEND issues;
- Ensure the setting of SMART targets and use the Graduated Approach: Assess, Plan, Do, Review;
- Ensure all class teachers are aware of their responsibility for delivering QFT to meet a child's needs and ensure the progress and development of every pupil with SEND
- Overseeing the day-to-day operation of the SEND department and policy;
- Liaising with and advising teachers, sharing relevant information and strategies to enable pupils with SEND to achieve their full potential;
- Co-ordination provision and overseeing records for pupils with SEND;
- Monitoring the progress of pupils with SEND;
- Liaising with parents/carers, outside agencies, feeder primary schools and post-16 provision; ensure a smooth transition at all stages and be a part of the primary transition planning process as early as possible;
- Contributing to delivery and co-ordination the in-service training of staff through internal and external providers;
- Working with partnership schools/colleges to share and develop good practice and support smooth transitions;

- Meeting and supporting the children, parents/carers and professionals throughout the various stages of the school year;
- Attending parent/carer information evenings in addition to coordinating EHCP reviews and SEND consultation days;
- Provide targeted support to individuals or small groups with learning to enable them to access the curriculum (e.g. interventions and mainstream in-class support);
- Assist in supporting the planning and delivering of lessons in co-operation with the class teacher / TA;
- Support teacher assessment and monitoring through observation and recording and carrying out the required exam access arrangements for the individual student's needs across the school;
- Employ and advise on strategies for developing positive attitudes and behaviour in the classroom;
- Be involved in the delivery of various interventions and direct teaching of small groups in literacy and numeracy ensuring that progress is regularly monitored and impact is shown;
- TAs work closely with SENDCO and teachers in providing bespoke support to students either through in class support, small group support, 1:1 support and through TEAMS if necessary.

5.1 Every teacher is responsible and accountable for the progress and development of pupils in their class, even where children access support from teaching assistants or specialist staff. The SEND code of practice highlights that quality first teaching, differentiated for individual children, is the first step in responding to and supporting pupil who have or may have SEND needs. The graduated approach of Assess, Plan, Do and Review is used to ensure all children are given the support they need by teachers, support staff and professional agencies (if required).

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the **SENDCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the **SENDCO**.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.
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6. Partnership with Parents/Carers

6.1 Eggescliffe School will have regard to the SEND Code of practice: 0-25 years when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are notified of a decision by the school that SEND provision is being made for the child.

6.2 Partnership with parents/carers plays a significant role in enabling children and young people with SEND to achieve their potential. The school recognizes that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be involved in the discussions regarding their child's needs and they will be supported to play an active and valued role in their children's education and support provision. We aim to work closely with parents/carers of pupils with SEND by:

- asking for parent/carer views to help share knowledge of their child and inform decisions regarding support provision;
- we will ensure that parents/carers are kept informed of the outcome of assessments and investigations undertaken as a result of their views either as part of an EHCP review or as part of the child's school support plan/profile;
- informing parents/carers as soon as we are aware of any difficulties their child may be experiencing;
- joint discussions if there is a need to consider the commissioning of additional professional support or LA provision for their child;
- requesting that parents/carers inform the school of any circumstances which may affect their child's functioning;
- involving parents/carers in discussing their child's problems and any possible action we may take
- requesting that parents/carers, wherever possible, help us to support their child's learning at home such as hearing their child read, regularly checking planners and our online 'Show My Homework' for homework and activities set and supporting interventions suggested to support a child at any stage in their educational journey;
- involving parents/carers in review procedures;
- ensure parents/carers are aware that their child receives SEND support;
- making ourselves accessible and available to parents/carers for advice and support on an individual basis and more formally at parents' evenings.

6.3 Stockton LA's Parent Partnership Service provides information and support to parents/carers of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service as located on the Local Authority website referenced at the end of this policy.

6.4 CIOC children:

- Pupils at the school who are being accommodated, or who have been taken into care, by the
- LA are legally defined as being 'looked after' by the LA.

- The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.
- The school has a designated member of staff for coordinating the support for CIOC.
- SLT and designated teachers will work closely with the **SENDCO** to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

7. The Voice of the Child/Young Person

7.1 Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making and review processes and contribute to the assessment of their needs and their learning journey. They will be fully involved in all discussions and are involved in decisions regarding their educational requirements as they leave school/sixth form and prepare for adulthood.

8. Admission Arrangements

8.1 Eggescliffe School is an inclusive school. All pupils are welcome, including those with special educational needs, in accordance with Stockton LA's Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/carer wishes to have their child with a statement of their special educational needs educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. Under the terms of Equality Act 2010, disabled students should not be treated less favourably, without justification, for a reason relating to their disability.

9. Allocation of Resources

9.1 The commitment to SEND is reflected in the generous allocation of resources from the school budget which exceeds the amount delegated for this purpose by the LEA. Eggescliffe School receives funding for pupils with SEND in three main ways and follows LA guidance to ensure that all pupils' needs are appropriately met:

- the base budget covers teaching and curriculum expenses, as well as the cost of the SENDCO
- the delegated general learning support budget covers the additional support required by pupils with SEND who do not have an ECHP.
- specific delegated funds allocated to pupils with significant educational needs including medical needs and those who have an ECHP and receive more than fifteen hours of teaching assistant support.

This funding makes provision for:

- 1) **Staffing** – this includes the SENDCO who is a qualified teacher with the NASC qualification, Assistant SENDCO and a team of teaching assistants/mentors and specialist Access Arrangements Assessor. Special Needs staff share a wide range of expertise in SEND, including experience in teaching pupils with communication and interaction difficulties, emotional and behavioural difficulties, moderate learning difficulties, specific learning difficulties, autistic spectrum disorders and physical and sensory impairment.
- 2) **Facilities** - the SEND Department, 'Endeavour Suite' has a well-resourced and constantly developing teaching and support area that provides 'timebound' for small group or individual support if required. There is a high level of ICT availability provided to support various online intervention programmes, students who need laptops/tablets in class or who just need to come and use the computer for help with classwork or homework. There is access to online intervention/software programmes such as Lexia, ClaroRead, Lego Therapy, social time support, mentoring.

Another function of the support base is as a quiet and 'safe haven' where certain children who are anxious about the start of the school day, break and lunchtimes can come to get help with homework, meet their key worker, sit and read, play board games, be part of ever developing clubs.

The area also functions as a resource and advice base for all members of staff. We are committed to the use of IT to enhance learning opportunities of pupils with SEND and aim to update our capabilities as resources allow. The school has installed a lift, three toilets for the disabled, ramps, several hand rails and regularly upgrades the site to improve and assist access. Equipment for pupils with physical difficulties is acquired according to their need and is made accessible around the school site.

9.2 Resources within the Department are allotted according to the principle of 'hierarchy of need' i.e. the greater the need of an individual pupil, the greater the allocation of resources in terms of alternative one to one and small group teaching and in-class support. All departments are expected to address the needs of pupils with SEND through subject-specific resourcing from their own capitation allowances, supplemented from time to time with matched funding from the SEND budget.

10. Identification, Assessment and Provision

10.1 Provision for pupils with special educational needs is a whole-school responsibility, requiring a whole-school response. In addition to the governing body, the Head Teacher, the SENDCO / SEND Department, all other members of staff have important responsibilities. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with SEND it may be necessary to provide an enhanced level of provision that supports and develops their learning abilities.

10.2 Identifying pupils with SEND needs

We will assess each pupil'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 pupils 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 and emotional as well as interaction and communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Where a pupil continues to make little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

Detailed assessments will identify a full range of the child/young person's needs.

The child's needs, where possible, will be defined under the four areas of need as identified in the 'Special educational needs and disability code of practice:0 to25 years'.

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 pupil and their parents/carers.

We will use this to determine the support that is needed and whether we can provide it by being able to offer reasonable adjustments to our core offer, or whether something different or additional is needed through the support of the Local Authority.

10.3 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in various ways as part of our school ethos:

- Pupils with SEND are encouraged to be part of the student leadership / enterprise projects / programmes
- Pupils with SEND are also encouraged to engage with the wide and various extra – curricular enrichment offer (before, after and during school) to promote teamwork/building friendships etc.

11. Early Identification

11.1 Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment
- Key Stage 2 results from primary schools
- academic targets set in all subject areas in all Key Stages
- information from external agencies/professional reports
- standardised screening or assessment tools including CAT Testing in Year 7.

11.2 The SENDCO is part of the transition team at Eggescliffe and works closely throughout the year with colleagues, parents/carers and professionals across the partnership schools,. The SENDCO will attend the Year 5/6 annual reviews of primary pupils with an EHCP to meet parents/carers and assist in the decision-making process regarding transition. The SENDCO will also visit primary schools in the spring and/or

summer terms prior to transition to obtain detailed information in order to plan effectively for all pupils with SEND. Transition programmes for primary pupils with SEND may be arranged at these times.

12 Graduated response

12.1 By using the clear assessments and the assess, plan, do , review approach, Eggescliffe School recognises that there is a continuum of SEND and adopts a graduated response to meeting these needs. This requires the initial use of high quality first, differentiated, teaching in all subjects and all classrooms and the help of support staff and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing.

12.2 Where a pupil is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place. This SEND support will follow a cycle in which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

12.3 This process will always ensure that parents/carers are involved in the planning of the support and interventions that can be offered to support their child.

12.4 Clear processes are in place to ensure monitoring and impact on progress, development and behaviour. This is also part of the whole school quality assurance policy and practice.

I3 English as an additional language (please see policy)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Eggescliffe school have a clear policy and procedure with regard to the identification of the needs of children with EAL and always aim to provide the required support and intervention to meet a child's individual needs. All staff have access to training (at certain times in the CPD calendar) regarding teaching strategies for children who have English as an additional language.

A key member of staff is the Lead for EAL from the MFL department.

I4. Monitoring pupil progress

14.1 For many children with SEND needs at EHCP or Support level, individual pupil profiles are available for all staff to see. These highlight a child's needs and suggest some supportive strategies for use in the classroom as part of quality first teaching. Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENDCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

14.2 The key test of the need for action is evidence that current rates of progress are below what is expected in line with targets set. Expected progress can be defined in a number of ways. It might, for instance, be progress which:

- is making required progress towards their end of year/end of key stage target in all subject areas
- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures continued access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation and qualification
- is likely to lead to participation in further education, training and/or employment.

14.3 The school data and monitoring cycle ensures that for each year group progress and attendance data is gathered on a child regularly across all subject areas. This data is analysed by key staff including the SENDCO and the outcome of this is that an action plan is developed and staff hold meetings with key children, and parent / carers (if required) to discuss the action plan and expectations around making progress.

14.4 Senior leaders, subject leaders and SENDCO will meet with children regularly as will the Key worker TAs to discuss progress and support plans.

14.5 Various interventions relating to literacy and numeracy are offered before, after and during school as required to meet a child's individual needs.

14.6 Should a child's curriculum pathway need to be modified to meet their needs and support progress both academically and with skills for life discussions will be held between key members of staff and parent/carers.

14.7 In order to support monitoring of pupil progress further SLT, AHT-SENDCo, SENDCO and subject leaders will visit children in class across subject areas, take part in book scrutinises and review feedback from TAs.

14.8 Regular SEND updates are provided for staff either through emails, the weekly pastoral bulletin or at staff briefings.

15. Exam Access Arrangements

15.1 Adjustments for Access Arrangements for formal assessments/examinations are made in accordance with the JCQ regulations and as outlined in the school Access policy. <http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration>. (See also the school policy on access arrangements).

15.2 Referrals for exam access consideration are provided via subject teachers, discussions with parent/carer and external professionals on an individual basis. A qualified member of staff will carry out all relevant assessments in line with the JCQ regulations. These assessments, in addition to medical reports (if required) support decisions around whether a child is entitled to extra time, a scribe, use of a laptop, prompter, reader and a separate room.

16. School request for an Education, Health and Care assessment

16.1 SEND support should continually be reviewed and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, a request for an Education, Health and Care assessment and High Needs Funding may be considered in consultation with a child's parents/carers. Details of the EHCP process and the requirements of all parties is provided on the Local Authority Local Offer site.

16.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This process

follows a statutory format and to achieve this, local authorities use the information from the assessment information gathered from schools and professionals to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

16.3 In considering whether an EHC plan assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider and/or Eggescliffe School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEND
- evidence of the action already being taken by the school to meet the child or young person's SEND
- evidence that where progress has been made, it has only been as the result of much additional intervention and support at a sustained level over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

16.4 Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and child in discussion surrounding how the school can best implement the plan's provisions to help the child thrive in their education and life skills development, and will discern the expected impact of the provision on the child's progress.

16.5 The school will specify short-term targets sought for the pupil in terms of SMART outcomes (specific, measurable, achievable, realistic and time-bound).

17. Reviewing an EHC plan

17.1 EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They are reviewed annually. Reviews focus on the child or young

person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

17.2 Reviews should also:

- gather and assess information to support the child or young person's progress and their access to teaching and learning
- gather the views of the parents/carers and child or young person (Using the 'What Matters Island' approach as advocated by the LA)
- review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes
- consider the continuing appropriateness of the EHC plan in the light of the child or young person's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- set new interim (SMART) targets for the coming year and where appropriate, agree new outcomes
- Ensure that the statutory review process is made clear to parents/carers and is followed by the school and LA

18. Staff Training

18.1 Staff development is essential to the commitment to a whole school approach to SEN. To this end, as part of the school-based 'needs arising' CPD time is allocated to offering training in relation to identified SEND training needs to support all staff. Training can be delivered by various leaders/professionals.

18.2 All staff and governors will be encouraged to take advantage of CPD opportunities provided by the school, LA or external agencies, including the special arrangements for trainee teachers in relation to SEND who are provided with some experience of working with the SEND team on their placements in school.

18.3 During new staff induction, staff receive SEND training.

18.4 Staff will be briefed by the SENDCO regularly and provided with relevant documentation about the pupils they teach.

18.5 To support staff with the transition of SEND students from Year 6 into 7 there is a SEND update given to all staff at the start of an academic year.

18.6 Weekly SEND updates and additional staff SEND update meetings are ongoing throughout the school year.

18.7 Weekly 'SEND drop in clinics' are available for staff to access support from the SENDCO and the support team.

19. External agencies and facilities

19.1 External support services can play an important part in helping to identify, assess and make provision for pupils with special educational needs. The school makes regular use of:

- Educational Psychology Service for assessment and advice about individual pupils and SEND issues in general
- CAMHS and medical professionals/therapists
- Occupational therapy, Speech, language and communication team
- the Education Social Worker for advice and support for pupils with SEND who may also be experiencing domestic or attendance difficulties
- Endeavour Unit at Stockton Sixth Form College for Anxious or School Phobic pupils for whom other interventions have failed
- Advisory teachers from the LA Raising Achievement and Performance Team for assessment and advice about individual pupils requiring learning and behaviour support
- Teachers from the Hearing and Visually Impaired Services for assessment, advice and direct involvement with pupils
- Teachers from the Multilingual Service for assessment, advice and involvement with SEND pupils who also have English as a second language
- Youth Directions for careers advice and support for pupils with SEND, especially 'transition reviews' in Years 9, 11 and sixth form as required
- The Bishopton Centre for pupils who have been, or are in danger of being, excluded
- The LEA Advisory Service for advice and guidance relating to SEND issues
- Other statutory or voluntary bodies as appropriate (e.g. Social Services, the National Health Service, charitable organisations and voluntary bodies specialising in SEN), with particular reference to children subject to a care order or accommodated by a local authority. While the school welcomes support and advice from voluntary bodies, staff and governors of the school strongly discourage regular attendance at classes arranged by them during school time
- Daisy Chain support for Autism
- Colleges e.g. Skills Academy, Stockton Riverside College, Askam Bryan College, Prince's Trust

Supporting pupils moving between phases and preparing for adulthood (pfa)

- We will use the 'What Matters Island Approach' when having conversations with student, parents/carers as we support them around the areas of independence, skills for life, further education/employment.
- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- We will ensure that students, parents and carers are involved in discussions about their post 16 provision and development of life skills continually. Support is provided regularly through the school CIAG officer and Youth Directions.
- Destination data is collated for all SEND students.

- Key SEND students may access to the school 'Discovery Centre' provision and alternative provision pathways if it is thought to provided the bespoke package of support they require and is in agreement with parents/carers and the child/young person.

20. Links with other schools

20.1 Strong links exist between this school and all our feeder primaries. SEN issues are discussed at least once a year, and this information is instrumental in ensuring a smooth transition between the phases. The SENDCo will always respond to invitations from primary schools to gather information on individual pupils, including the annual reviews of pupils with statements in Years 5 and 6.

21 Monitoring the SEND Policy

The success of Egglescliffe School's SEND Policy and provision is evaluated through:

- the monitoring of classroom practice by the Head Teacher, SLT, Heads of Department and the SENDCO
- the progress made by SEND pupils in terms of National Curriculum levels in core and other subjects
- the performance of SEND pupils in nationally accredited tests and examinations (e.g. GCSE and GCE)
- the regular analysis of pupil tracking and assessment data for individual pupils and cohorts
- Quality assurance and action planning based on observations, pupil voice, book scrutiny and data
- evaluation of provision for SEND across all subjects through the Quality assurance and appraisal cycle
- feedback and conversations from parents/carers and pupils
- parent/carers involvement, especially at meetings about their children
- external evaluation by the Trust, Stockton LA and OFSTED
- the monitoring of policy and practice by the SEND Governor
- monitoring by key staff from the Trust e.g. Director of SEND
- the Governors' Annual Report to Parents/Carers.

22 Arrangements for dealing with complaints

22.1 The school and the LA have a comprehensive complaints policy and procedure that cover most situations. In the unlikely event of the failure of these procedures, parents/carers may have the right of

recourse to a Special Needs Tribunal, which deals with complaints relating to the statutory duties of an LA. Details of these procedures may be obtained from the school, the LA or the DfES, as appropriate.

23 Promoting mental health and wellbeing

23.1 The school recognises the need to raise awareness of the most vulnerable students and follow the Safeguarding Policy (KCSIE) due to children with SEND being at greater risk of 'harm'. The SLT, DSL, DDSLs, SENDCO and pastoral leaders work in close collaboration.

23.2 The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

23.3 Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Specialist services will be available where a pupil requires such services.

23.5 Where appropriate, the school will support parents/carers in the management and development of their child.

23.6 Mentoring will be used to encourage and support pupils suffering with SEMH difficulties.

23.7 When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

23.8 For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- A Health plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

23.9 The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

23.10 The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

24. Covid Response 2020/2021

- Risk assessments carried out for all vulnerable students including all EHCP students
- EHCP recovery plans written in addition to the main school Recovery plan policy
- Daily records send to LA
- All contact tracked daily on spreadsheet by the AHT-SENDCO

- Vulnerable children were given access to attending school throughout all lockdown including the holidays and were supported by key staff including AHT-SENDCO, teachers and TAs
- Regular weekly/daily contact with a high number of SEND students including all EHCP students by AHT- SENDCO/Senior staff
- Contact was maintained through e mails, phone calls and TEAMS links
- TAs contacted key students, monitored SMHW and Lexia access and progress, joined lessons on TEAMS
- In addition to the regular communication, SEND letters sent to all SEND families at regular intervals
- TAs undertook training online throughout lockdown to further support CPD
- Transition support and contact for all incoming Year 7 SEND students through phone calls, e mails, letters and a SEND transition activity, TEAMS
- Contact maintained with professional as much as possible to ensure relevant assessments and reviews could continue
- August 2021 Summer school was provided for identified vulnerable students.