

ES & 6TH FORM

EGGLESCLIFFE SCHOOL
AND SIXTH FORM

SEND POLICY & PROCEDURES

Policy Reviewed and Adopted by the Local Governing Body

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SENDCo

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Statement of Intent

Eggescliffe School and Sixth Form 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 complies with all relevant statutory legislation as laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 Year (2014) and has been written with reference to, but not limited to, the following documents and guidance:

- Children and Families Act 2014
- Health and Care Act 2022
- Equality Act 2010
- Equality Act 2010: Advice for Schools DfE May 2014
- Special Educational Needs and Disability Code of Practice: 0 – 25 years 2015
- The Equality Act 2010 (Disability) Regulations 2010
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

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- The Special Educational Needs (Information) Regulations 2014
- 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
- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- DfE (2015) 'Supporting Students at school with Medical Conditions': Care and Support Statutory Guidance
- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental Health and Wellbeing Provision in Schools'
- DfE (2021) 'School Admissions Code'
- Egglescliffe School Safeguarding Policy
- DfE (2011) 'Teachers' Standards'

This policy operates in conjunction with the following school policies:

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

Definition of Special Educational Needs

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:

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- 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.

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/or physical needs

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.

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>

<http://stocktoninformationdirectory.org/kb5/stockton/directory/family.page?familychannel=1>

The school website outlines our school SEND information report that includes the Local Offer of support for children and young people with SEND or disabilities.

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

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

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/carers 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.

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).

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).

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

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. Students 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. Students 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 students 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 students with SEND within its Behavioural Policy.

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 change over time. However, the school recognises, that students 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. A student must not be regarded as having learning difficulties solely because English is not their first language.

Philosophy

Egglescliffe School is an inclusive school valuing all students and celebrates diversity of experience, interest and achievement. Our Vision underpins all the work we do to support our students.

Vision

'We aim to inspire confident learners who will thrive in an ever-changing world, equipping every student with the personal skills and aptitudes to flourish and achieve examination results of which they can be proud. We are determined to provide an outstanding education for all, to care and support individuals and stretch and challenge every student so that they achieve their very best and fulfil their aspirations and make a successful transition into adulthood'.

We have high aspirations for academic progress and the development for adulthood for all our students providing constant opportunities to develop as independent learners, experience success, praise and recognition.

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.

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 students, including students with SEND, and to do everything it can to meet the needs of students with SEND.

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

- Eliminate discrimination;
- Promote equal opportunities;
- Foster good relationships between students with SEND and non- SEND students;
- To be an inclusive school, engendering a sense of community and belonging by recognising, rewarding and valuing diversity among our students;
- To offer all students the opportunity to fulfil their potential;
- To monitor progress of all students to aid the earliest possible identification of SEND;
- To create a stimulating, caring and safe environment;

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- To work in partnership with students and parents/carers

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

- Working together in partnership with our students with special educational needs and / or disabilities and their parents/carers.
- The identification of students' needs.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Our dedicated support team and teachers work hand in hand, creating positive partnerships to enable informed choice and control for students and their parents/carers over their personalised support plans.
- Our support is dedicated to the development of the whole child including his/her successful preparation for adulthood, including independent living and employment and personal and social development and wellbeing.

SEND Levels of Need

Students who are identified as requiring special education provision additional to/different from the mainstream provision will be recorded on the school's SEND register and this is reviewed termly.

In consultation with parents/carers, students and young people may be removed from the SEND register if, following the required support, they are seen to make and maintain progress.

At Eggescliffe we identify the levels of SEND need as follows:

Code	Level Identified	Description
Q	Monitoring (Wave 1)	Students who have an identified need that is met through quality first classroom teaching and planning.
K	SEND Support	Students where additional support and interventions are required including support from specialist agencies as required.
E	EHCP	Students with an Education Health and Care plan

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.

Roles, Responsibilities and Resources

'Every teacher is responsible and accountable for the progress and development of students in their class, even where children access support from teaching assistants or specialist staff'.

The SEND code of practice highlights that quality first teaching tailored to meet individual children's learning needs, is the first step in responding to and supporting student 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).

The Headteacher

It is the responsibility of the headteacher to:

- Have the overall responsibility for the support and provision for SEND across the school.
- Ensure that staff are appropriately trained.
- Ensures the school works effectively in partnership with parents, carers and professionals to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure that the resources and finances are deployed effectively.
- Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

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- Ensuring the school offers an ambitious curriculum for all pupils with SEND and has an established and sustained culture and practices that enables pupils with SEND to access the curriculum and learn effectively.

The Governing Body will be responsible:

- For ensuring this policy is implemented fairly and consistently across the school.
- For ensuring the school meets its duties in relation to supporting pupils with SEND.

SEND Governor

The role of the SEND Governor is to:

- Regularly monitor the progress of SEND students.
- Discuss the SEND provision made for students.
- Ensure that the Code of Practice (2014) is complied with.

All teaching Staff

It is the responsibility of all staff at Eggescliffe school to:

- Be aware of the needs of all students in their classes through regular review of SEND profile.
- Plan and review support for pupils with SEND as part of quality first teaching and removing barriers to learning, with high expectations for every pupil.
- Be aware of the non-negotiables in relation to SEND provision in their classroom and subject area.
- Meet the needs of the students through quality first teaching informed lesson planning and the use of appropriate teaching strategies.
- Track and monitor the progress of SEND students in their classes, including intervention planning to support students with their learning.
- Work collaboratively with TAs to combine knowledge and expertise of academic and individual student needs to enable this to be effectively used to deliver the best possible learning opportunities for the benefit of the student.
- Attend meetings as required to share best practice and review teaching strategies.
- support the setting of SMART targets and updating of information for student EHCPs and support plans.
- Ensure they maintain supportive communication with parents/carers.
- Ensure that SENDCo, pastoral, subject and senior leaders are informed of any concerns with regard to students learning difficulties. This is also as part of the graduated response process.

SEND Support Team

At Eggescliffe the SEND Team comprises of the Associate Head Teacher - SENDCo, Assistant SENDCo, and team of TAs.

The SENDCo

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It is the responsibility of the SENDCo to:

- Collaborate with the Headteacher and governing body to determine the strategic development of the SEND policy and provision in school.
- Oversee the day-to day SEND provision across the school to ensure the appropriate provision is delivered through high quality first teaching and specialist programmes.
- Take a leading role in the identification and assessment of SEND need.
- Liaising with the designated teacher for CIOC with SEND.
- Record Keeping - Ensure the school keeps the records of all students with SEND up-to-date and reviewed regularly, in line with the school's Data Protection Policy. This includes the SEND register.
- Oversee the implementation of provision for students supported by an EHCP. This includes the coordinating and chairing of the Annual Reviews to which the student, parents/carers and relevant professionals are invited.
- Raise awareness of individual needs and general SEND issues and ensure the implementation of the graduated response.
- Overseeing the day-to-day operation of the SEND department and policy.
- Liaising with and advising teachers/teaching assistants, sharing relevant information and strategies to enable students with SEND to achieve their full potential.
- Ensure that one-page profiles are written, regularly updated and shared with staff.
- Delegate and designate responsibilities to other members of the SEND team as appropriate.
- 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.
- 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) and ensure regular review of student progress and the tracking and monitoring of the impact of interventions.
- Support teacher assessment and monitoring through observation and recording and ensuring the assessment of the required exam access arrangements for the individual students needs across the school.
- Ensure that Headteacher and governing body are kept informed of any developments, changes or concerns regarding the students or SEND provision at the school.

Teaching Assistants (TAs)

It is the responsibility of all Teaching Assistants to:

- Work closely with SENDCo and teachers in providing bespoke support to students as requested either through in class support, small group support, 1:1 support and through TEAMS if necessary.

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- Support SENDCo to ensure students' needs are regularly reviewed and profiles and support plans are regularly updated.
- Work with classroom teachers to share expertise and ensure students are given the opportunity to develop independent learning skills through structured opportunities which provide challenge and support.
- Work collaboratively with the teacher in the classroom by circulating to allow teachers to work with a specific student/group of students.
- As required support the teacher in delivering the appropriate resources to support learning.
- As required work with outside agencies to ensure advice and guidance is successfully shared and implemented.
- Work closely with students to support wider needs as key workers, mentors.
- Continue to access CPD opportunities to develop and share their professional expertise;
- Support a student as required to benefit their continued learning and development.

Egglescliffe school has a limited number of TAs available for in class support and as a consequence it is usual that a TA may be supporting more than one child in a class (in accordance with meeting EHCP statutory guidance). This is in line with the EEF 'Making Best Use of Teaching Assistants' guidance.

Graduated Approach to supporting SEND

Egglescliffe School recognises that there is a continuum of SEND and adopts a graduated response to meeting these needs.

This SEND support will follow a cycle (Assess, Plan, Do, Review) in which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student 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.

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

Assess: The progress of every student is closely monitored. All students access quality first teaching and if a student is not making expected with this high-quality teaching (including scaffolding, modelling, chunking) concerns can be raised and additional information is gathered through a range of sources and outcomes discussed with the SENDCo, the student, parent/carers and teachers. As a result of this a student may then be identified as having additional SEND needs.

Plan: A collaborative approach is used to ensure a personalised support plan is put in place to support any students' needs and shared with the student, parents/carers, teachers and TAs.

Do: Support plans provide clear strategies and guidance for ensuring students have the support they need for academic and personal progress and development. If there continue to be concerns regarding a student's rate of progress a student may require support through additional high-

quality interventions identified through the support of a specialist service assessment (e.g. EP, OT, SALT, CAMHS).

Review: At Eggescliffe there are regular opportunities to review a student's progress and to meet with parents/carers to discuss this. If a student is placed on the SEND register parents/carers will be invited to attend additional review meetings to discuss progress and achievements and the impact of the bespoke support strategies and interventions in place.

Identification, Assessment and Provision

Provision for students with special educational needs is a whole-school responsibility, requiring a whole-school response.

Teachers are responsible and accountable for the progress and personal development of the student in their class.

High quality teaching incorporating the required support strategies to scaffold and enhance learning for all students is the first, fundamental step in ensuring the best possible teaching and learning outcomes for students who may or may not have SEND.

Central to the work of every class teacher and every subject leader is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements.

However, for students with SEND it may be necessary to provide an enhanced level of provision that supports and develops their learning abilities.

Identifying students with SEND needs

We will assess each student's current skills and levels of attainment on entry, which will build on information provided from previous settings and Key Stages, where appropriate.

We ensure that early identification and effective provision improves long-term outcomes for students.

Early Identification

Assessment is a continuing process that can identify early students 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 CAT4 testing in Year 7.

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 annual reviews of primary students with an EHCP to meet parents/carers and assist in the decision-making process regarding transition.

Assessment of Needs

Teachers (supported by SLT) will make regular assessments of progress for all students and identify those whose progress may be less than expected given their age and individual circumstances. This is characterised by progress which:

- 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 also 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 student is recorded as having SEND.

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

- Base decisions on the insights of the student and their parents/carers.
- Set students challenging targets.
- Track students' 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.

Concerns regarding difficulties with learning and progress can be raised by the student, teaching staff, support staff, parents/carers, social and health care professionals.

The SENDCo will carry out an assessment of needs drawing from all the information and expertise through reviewing EHCP plans, assessment data, professional reports (e.g. EP, OT, SALT), student views, parent/carer views and teacher/TA views.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers.

The school 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.

Where special educational needs are identified, information is shared with teachers and support staff together with recommended strategies to enable the teacher to effectively plan and deliver lessons that meet the needs of the students in their class.

Additional Interventions to Support Progress

The school has high aspirations for all students regardless of special educational needs and the progress of all SEND students is monitored as a minimum at each data review point, more frequently where there are additional personalised targets set, as part of the EHCP review process and through regular in class assessments using formative and summative assessments.

There may be the need for further intervention where, to secure progress, a student requires more than the high quality first teaching. These interventions are personalised to the individual needs of the student and may include, but are not limited to: literacy and numeracy support; subject specific support; personal and emotional support; social communication and interaction support; physical needs support; support in preparing for adulthood.

Supporting Students with Medical Conditions

Egglescliffe school recognises that a student/young person with a medical condition should be fully supported to have full access to education both in the classroom, during physical education and school trips and visits.

Some children with a medical condition may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students will be on the SEND register if their medical condition requires this. However, medical conditions do not always automatically lead to inclusion on the SEND register as some medical needs are well managed and do not impact upon the ability of the student to access the curriculum and make progress.

Supporting Students with Behaviour Concerns

Egglescliffe school recognises that the behaviour of children and young people can be as a result of underlying, often complex needs. This can require assessments to help identify needs and the appropriate support required.

For some students the difficulty they have in managing behaviour can impact on their progress and it can be a barrier to accessing the curriculum. This may not necessarily constitute a learning difficulty and as an initial step the school behaviour support systems will be utilised. These systems ensure support for personal communication, social, emotional and external difficulties.

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Some students will have severe emotional difficulties and a medically diagnosed condition which can impact upon their behaviour and hence their learning. These students may be placed on the SEND register for SEMH.

Decisions to include a child on the SEND register for SEMH will be made by the SENDCo after consultation with Senior Leadership Team, parent/carers and any specialist professionals involved in supporting the student.

The decision will involve consideration of the following:

- Clear diagnosed medical and emotional evidence that a student's needs cause significant difficulty in regulation their emotions and behaviours compared to their peers.
- Response to the stages of the school behaviour system and clear indication that this system is not effectively supporting a student's behavioural needs and ability to regulate.
- Concerns relating to dangerous and self-harming behaviours that result due to a lack of executive function/self-control.

Advice and guidance will be sought from specialist services such as CAMHS and the EP to ensure the correct planning of support strategies required for the student.

For a child with SEMH if there are multiagency meetings such as Early Help Meetings (EHA) a senior member of staff and / or SENDCo will attend as appropriate.

The school will provide support for students to improve their emotional and social development in various ways;

- Students with SEND are encouraged to be part of all school activities / trips/ visits including the student leadership / enterprise projects / programmes.
- Students with SEND are also encouraged to engage with the comprehensive extra-curricular enrichment offer to promote teamwork/building friendships e.g. Lego club, SEMH club, choir, drama, sports, STEM activities, Prince's Trust.

Partnership with Parents/Carers

Egglescliffe School will have regard to the SEND Code of Practice: 0-25 years when carrying out its duties toward all students 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.

The school recognises 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 and work in close partnership in the best interests of the child.

Parents and 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

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children's education and support provision. We aim to work closely with parents/carers of students with SEND by:

- Holding regular meetings for our students/young people which include:
 - Person-centred EHCP annual review meetings to which we invite: the young person parents/carers, and all external agencies who may be involved.
 - Regular termly, opportunities to meet with SENDCo or member of the support team to review individual profiles and support plans.
 - An annual meeting with subject specialists to review and discuss progress.
 - Any further additional meetings or information evenings as appropriate.
 - Sharing and celebrating success of students through the e-Praise system, post cards, certificates, school newsletter/social media, at school events (e.g. leavers concert, music evenings, drama events, sports events, school assemblies).
- Asking for parent/carer views to help share knowledge of their child and inform decisions regarding support provision.
- Ensuring 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 it is identified that their child may be experiencing difficulties.
- 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.
- 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 'Satchel 1' 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.
- Where additional needs are identified the school use its delegated funding allowance to provide early intervention support for students identified with SEND. Where a student continues to be unable to make progress, despite receiving early intervention, the school will consider applying for high needs top-up funding from the LA to provide additional specialist support.

Stockton LA's Parent Partnership Service provides information and support to parents/carers of students 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.

CIOC children:

Students at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'children in our care' (CIOC) by the LA.

The school has a designated member of staff for coordinating the support for CIOC who works closely with SENDCo when identifying the SEND needs of a young person who is 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.

Voice of the Child/Young Person

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.

Admission Arrangements

Egglescliffe School is an inclusive school and ensures it meets its duties set under the DfE's 'School Admissions Code'. All students 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 an EHCP educated in the mainstream, the LA 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.

Allocation of Resources

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 LA.

This funding makes provision for: 1) Staffing – this includes the SENDCO who is a qualified teacher completing the NASENCo qualification, Assistant SENDCO and a team of teaching assistants. 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. 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, social time support. Endeavour is as a quiet and

'safe space' 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 new building has a lift, toilets for the disabled 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.

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. Students will be provided with a range of resources to best support them in the classroom, N.B. fidget toys are not allowed due to their distracting nature however blue-tac will be provided along with where required a wobble cushion and/or a bouncy band for a chair to allow movement whilst seated.

English as an additional language (please see EAL policy)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care and appreciates that having EAL is not equated to having learning difficulties.

Egglescliffe School have a clear policy and procedure with regard to the identification of the needs of children with EAL and always aims 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 child with EAL will not always be placed on the SEND register. We would always look carefully at all aspects of a child's performance in different subjects to ascertain whether any difficulties they have in the classroom are due to limitations in their command of English or arise from SEND.

Exam Access Arrangements

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.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration>. (See also the school policy on access arrangements). Referrals for exam access consideration are provided via subject teachers, discussions with parent/carers 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.

Education, Health and Care Plans (EHCP)

The EHCP plans are reviewed annually by the SENDCo in collaboration with the student, parents/carers and all professionals involved in supporting the student and family.

If required an additional interim review of an EHCP can be held at any time throughout the academic year.

SEND support should be continually reviewed and 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.

The purpose of an EHC plan is to make additional and specific provision to meet the special educational needs of the child or young person, to secure the best possible 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.

In determining if an EHC plan assessment is necessary, the local authority should consider if there is evidence that despite Eggescliffe School having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, they have not made expected progress. To inform their decision the local authority will need to consider 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.

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- 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.

Additional Support Provision

At Eggescliffe there is an 'Endeavour Suite', which is being developed 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.

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

As the area has TAs present at break times, students 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.

Enhanced Mainstream School (EMS) for communication and Interaction.

Eggescliffe school works in partnership with the Local Authority to offer an Enhanced Mainstream School provision for a small number of students with communication and interaction difficulties as part of an ASD (Autism Spectrum Disorder) diagnosis.

All children are entitled to access the National Curriculum and for some children with ASD who experience developmental difficulties relating to social communication and interaction communication and flexibility of thinking. Some students require a very bespoke and highly personalised provision to support their individual needs and transition into the mainstream classrooms of large secondary school.

Through tailored support the EMS aims to help students develop their independent learning skills as they access their mainstream curriculum pathway to support their academic progress alongside ensuring they access support to develop the independent life skills they require as part of preparing for adulthood.

Our EMS students are fully included in our school community and have access to our Endeavour support suite where they are supported with regulation and sensory needs as required. Here they

can also access additional support for the development of social interaction and communication with peers at social times.

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

- Eggescliffe school recognises the importance of ensuring students are supported at all stages to develop the skills for greater independence and employability to ensure smooth transitions towards to what they will do next e.g. moving to college, higher education, apprenticeships.
- 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.
- School ensure that the EHCP review includes a focus on preparing for adulthood supporting transition across phases and into post-16 pathways as well as support for independent living, maintaining good health in adult life and participating in society.
- We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students 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 careers officer and Youth Directions.
- Destination data is collated for all SEND students.

Transition

Eggescliffe school is aware of the importance of planning ahead to ensure smooth transitions between all phases of education and preparation for adult life.

Strong links exist between this school and all our feeder primaries and our post 16 providers.

There is a well-planned transition programme that includes the opportunity for the most vulnerable students to have additional enhanced transition visits.

The SENDCo or member of the support team, will attend meetings with primary schools/colleges, as required, to gather information on individual students, including the annual reviews of students with EHCPs.

Open evenings provide the opportunities for students and young people and their parent/carers to visit school well ahead of any transition and meet the SENDCo and key staff.

High level of bespoke planning and support is in place to ensure a smooth transition between Key Stages though the close collaboration of the SENDCo, Pastoral leaders and Senior leaders.

Professional Development, Training and Resources

Staff development is essential to the commitment to a whole school approach to SEND. To this end, as part of the school-based 'needs arising' CPD time is allocated to offering training in relation to

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identified SEND training needs to support all staff. Training can be delivered by various leaders/professionals with opportunities to share best practice based on research and new initiatives.

All staff and governors are 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.

During new staff induction, staff receive SEND training. Staff will be briefed by the SENDCo regularly and provided with relevant documentation about the students they teach.

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.

Weekly SEND updates and additional staff SEND update meetings are ongoing throughout the school year and weekly 'SEND drop in clinics' are available for staff to access support from the SENDCo and the support team.

External Agencies Support

External support services can play an important part in helping to identify, assess and make provision for students with special educational needs. To ensure the most appropriate support is provided for a student, the school will, on some occasions, require the involvement of specialist services. These include, but are not limited to;

- Educational Psychology Service.
- CAMHS and medical professionals/therapists.
- Occupational therapy.
- Speech, language and communication team.
- Professionals from the Hearing and Visually Impaired Services for assessment, advice and direct involvement with students.
- Teachers from the Multilingual Service for assessment, advice and involvement with SEND students who also have English as an additional language.
- Youth Directions for careers advice and support for students with SEND, especially 'transition reviews' in Years 9, 11 and sixth form as required.
- The Local Authority Advisory Service for advice and guidance relating to SEND issues.
- Autism support with link to Daisy Chain.
- Specialist teaching services to support assessments for Literacy and Numeracy needs including Dyslexia and Dyscalculia.
- Social Services
- Early Help Teams (EHA)

All referrals to outside agency support will be in full consultation with parents and carers.

Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

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- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

Publishing information

The school will publish information on the school website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Complaints Procedure

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. The school publishes the Complaints Procedure Policy on the school website.

Glossary of Key Terms

Abbreviation	Meaning
CAMHS	Child and Adolescent Mental Health Services
CIAG	Careers Information Advice and Guidance
CIOC	Child In Our Care
EHA	Early Help Advice
EHCP	Education Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
OT	Occupational Therapy
PfA	Preparing for Adulthood
SALT	Speech and language Therapy
SEND	Special Educational Needs

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SENDCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant
TAF	Team Around the Family