



Special Educational Needs and Disability Policy September 2024 -to be reviewed September 2026

Our Values & Ethos at Coombe Dean (and vision for SEND)

Ensuring all learners, regardless of educational disadvantage, are included in all aspects of school life. We will **create a culture of high aspiration, excellence and belonging, where barriers to attending well are overcome and all feel safe, supported and successful.**

Our commitment is that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Supporting our core values at Coombe Dean, we want all students particularly those with SEND to be part of the Community and feel a sense of belonging. To hold Integrity, enabling them to be open-minded and reflective; and being part of a community where everyone's beliefs and needs are valued. And for them to have the same opportunity as everyone else, being exposed to a broad curriculum for as long as possible, regardless of need or starting points.

INTRODUCTION

This Policy is in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support high quality provision for all of our children.

High quality first teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something **additional to and different from** what is provided for the majority of students. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. **All teachers are teachers of Special Educational Needs.** Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Teaching Assistants or specialist staff.

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. This means that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports



achievement at, and enjoyment of, school. The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching.

Our curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life; we do not offer a reduced curriculum for SEND students.

We will work to ensure that all SEND students reach their full potential, are fully included within all aspects of the schools' community and are supported to make successful transitions between key stages. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

This policy is written in line with the requirements of:

- The DfE SEND Code of Practice: 0 to 25 years, January 2015.
 - The Equality Act 2010.
 - Part 3 of the Children and Families Act 2014 and associated regulations.
- Ofsted inspection framework

Aims & Objectives

Aims

To provide the structure for a student-centred process that engages student, family, school and other professionals in planning for and implementing high quality needs led provision that is consistent across the schools. This is to ensure all our students can access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their wellbeing.

Objectives

This policy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met.
- To ensure students with SEND have their needs met.
- To consider the views of the students with Special Educational Needs.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced and relevant education.
- In conjunction with the Medical Policy make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions.



- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs implementing a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Develop a culture whereby students value high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, attainment, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to government legislation and guidance as well as guidance detailed by Devon County Council.

IDENTIFYING AND SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Definition of SEN

Students, as defined by the Department for Education (DfE) have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum.

Coombe Dean School adheres to The SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the schools that SEND provision is being made for their child. At Coombe Dean, we recognise that a young person has SEND if they

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students are not 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.

There may be times in a student's school career when they are identified as having a Special Educational Needs. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an on-going basis or for a limited

time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

SEND areas of need fall into 4 broad categories:

1. Cognition & Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing Literacy or Numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Cognition and Learning needs include:

- Moderate Learning Difficulties.
- Specific learning difficulties (SpLD) (for example, dyslexia, dyscalculia and dyspraxia).

2. Communication & Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN).
- Autistic Spectrum Condition (ASC).

3. Social Emotional & Mental Health (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. It is important to note that students displaying social and/or emotional difficulties, including behaviours which make it difficult for them to conform to teachers' expectations, may be reflecting a range of stresses including underlying learning or communication difficulties, problems at home or previous experiences of trauma, or mental health difficulties. Not all of these are appropriate to be explored through the SEND route but instead, where it is thought that housing, family or domestic circumstances etc may be contributing to the presenting behaviour, a multi-agency approach may instead be adopted. In these cases, children and their families may be supported through the Early Help route as appropriate.

SEMH Needs include:

- Attention Deficit Hyperactivity Disorder (ADHD)

4. Physical & Sensory

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Sensory and/or physical needs include:

- Visual impairment (VI).
- Hearing impairment (HI – including Deaf and hearing impairment).
- Multi-sensory impairment (MSI).
- Physical disability (PD).

The above are examples of need are not exhaustive and represent certain key areas of need.

A GRADUATED RESPONSE TO SEND

Early Concerns

Initially, concerns regarding progress are highlighted by teachers, parents/carers or other agencies and addressed by appropriate scaffolding within the classroom. We regularly monitor and review the progress made by all students. The cycle of **assess, plan, do review** ensures that students with SEND have their individual provision monitored regularly and at least termly.

How we identify and support students with SEND

All students' attainment and achievements are monitored by their teachers who are required to provide high quality first teaching and learning opportunities scaffolded for individual students. Where a student is not making progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Where students continue to not make progress despite support and high-quality teaching, the class teacher will work with the schools' Special Educational Needs Coordinator (SENDCo) to agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a Specialist Teacher or Educational Psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.

- Shows signs of difficulty in developing Literacy or Mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Exit Criteria

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and scaffolded teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the student will be removed from the Schools SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the schools having taken action to identify, assess and meet the special educational needs and/or disabilities of the student, the child has not made expected progress, the school or parents/carers could consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the review process will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Coombe Dean will hold annual review meetings on behalf of Plymouth Local Authority and complete the appropriate paperwork for this process. Parents/carers and external professionals (as appropriate) will be invited to attend the Annual Review meeting. The views of the students and of parents/carers will always be sought and, wherever appropriate used to shape the provision being made for the students so as to achieve agreed, high-quality, meaningful outcomes.

Exam Access Arrangements (EAA)

EAA are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior Joint Body for Qualifications (JCQ) awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

At Coombe Dean School, students with long term need are highlighted and where appropriate assessed for potential access arrangements from Year 9 onwards. The following links provided below explains the framework provided by the Joint Council for Qualification in order to access Examination Access Arrangements'(EAA)

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Supporting Students and Families

We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. We work with families to enable them to:

Feel fully supported, listened to, and taken seriously should they raise a concern about their child.

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Reinforce their child's learning in the home.



Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Plymouth Information Advice and Support Service (PIAS) who are able to provide impartial and independent advice, support and information on special educational needs and disabilities. <https://www.plymouthias.org.uk/>

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. Please refer to the WEST CIC Policy.

Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their Annual Review, as part of their Pupil Progress Meetings and at the end of a Targeted Intervention. We ask all students to contribute to the setting of their own targets.

Partnership with External Agencies

Coombe Dean is supported by a wide range of different agencies and teams. The Schools' SEND Information report details which agencies the school has worked with in the last twelve months. This report can be found on the schools' website and is updated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

TRAINING AND RESOURCES

Allocation of resources

Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

- This support may take the form of scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the schools engage in regular CPD when Quality First Teaching is addressed.
- The SENDCo provides regular CPD to other staff in school in specific aspects of meeting the needs of students with SEN.
- Teaching Assistants are engaged in on-going training whereby the role of the Teaching Assistant is developed.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

Roles and Responsibilities

Provision for students with special educational needs is a matter for the schools as a whole. In addition to the HAB (Hub Advisory Board), Head teacher, Assistant Headteacher; Inclusion and SENDCo, all members of staff have important responsibilities.

Hub Advisory Board

The HAB adheres to the statutory requirements as laid down in the SEND Code of Practice (2015) to ensure that the schools:

- Use their best endeavours to make sure that a child with SEND gets the support they need. This means doing everything they can to meet children and young people's special educational needs.
- Ensure that children and young people with SEND engage in the activities of the schools alongside students who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision, SENDCo.
- Inform parents/carers when they are making special educational provision for a child.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the schools' work, including provision for children with special educational needs. The Head will keep the HAB fully informed on special educational needs issues. They will also work closely with the Assistant Head teacher; Inclusion, SENDCo.

SENDCo

In collaboration with the Headteacher, Assistant Head (Inclusion) and HAB, the SENDCo determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of students with SEND and ensuring the best possible outcomes for them. The SENDCo takes day to day responsibility for the operation of the SEND Policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance

to colleagues with the aim of securing high quality teaching for children with special educational needs. Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of students' achievements and setting targets, SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

All Teaching and Non-Teaching Staff

All staff are aware of the schools' SEND Policy and the procedures for identifying, assessing and making provision for students with special educational needs.

- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student, as well as previous progress and attainment.
- Teaching Assistants will liaise with the class teacher and SENDCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual Health Care Plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way. The Early Help Assessment is a system used to support multi-agency working, ensuring collaboration with health and social care, as well as special educational provision through the Team around Me or EHAT meetings.

Coombe Dean recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical



conditions may be disabled and where this is the case the schools will comply with its duties under the Equality Act 2010.

Children in Hospital

The SENDCo, in collaboration with the Heads of Year and the Inclusion team will ensure that students with health needs have proper access to education and will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

SEND Information Report

The schools will ensure that the SEND information is accessible on the schools' website. The HAB has a legal duty to ensure the schools publish information on their websites about the implementation of the policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

MONITORING AND ACCOUNTABILITY

Accessibility

The schools are compliant with the Equality Act 2010 and Accessibility Legislation. The schools work hard to develop their accessibility and the accessibility plan for the College detailing how this is being developed can be accessed from the schools' Website.

Responding to Complaints

In the first instance, parent/carer complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the schools' Complaints Policy.