



Special Educational Needs and Disability Policy

Context

At Coombe Dean we strive to ensure learners from all vulnerable groups are included into all aspects of school life. We believe the most important factor in raising educational outcomes is high quality teaching, whatever a young person's needs. For the small number of students who require a bespoke package of support our key mission is to promote greater independence to secure progress.

The SEN Code of Practice states:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
and

'All children and young people are entitled to an education that enables them to make progress so that they:

- *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.'*

The highly inclusive systems available to all students at Coombe Dean enables most students with additional needs to make progress through high quality Teaching and Learning.

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision which is different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Special educational needs and disability Code of Practice: 0 to 25 years provides an overview of the range of needs, divided into 4 broad areas.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

**please be aware that due to the nature of our site we are limited in our ability to accommodate significant physical difficulty*

Objectives

Provision for students with SEND is a whole school matter. In line with the new Code of Practice, Coombe Dean School will:

- Identify and address the SEND of the pupils and use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximise their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENCO
- Review the Coombe Dean School Offer for SEND (Report) annually and publish the Report on its website.

How does the school identify that a child has a special educational need?

Mrs Natasha Dulson the SENCO, along with the Inclusion Team will liaise with Primary Schools to ensure an effective transition for students with identified needs.

Upon joining the school, all students will be assessed to identify their levels of ability and areas of need. This information will be used alongside data from Primary Schools to ensure that students who may need additional support with learning are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated to encourage progress and independence.

Information about each student with Special Educational Needs including the nature of their learning need and recommended teaching strategies is made available to all teaching staff through a 'My Coombe Dean Plan.'

Pupils in Year 9 and beyond will be assessed for entitlement to exam access arrangements, these will be awarded where the criteria is met in accordance with the JCQ.

How does the school assess and review progress and evaluate the effectiveness of provision?

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Progress is reviewed termly and progress reports are shared with parents in line with the school's reporting schedule. Parents are then invited into school to discuss their child at least twice a year. Provision for students with SEN is planned for and reviewed on a half-termly basis where the effectiveness of any intervention is also measured.

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to meet the child's needs more closely, or we will plan a different type of support.

We have robust tracking systems for monitoring the progress of all our students, including those with SEND. The 'Assess-Plan-Do-Review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEND students in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. We involve the child and family fully in the planning and review process.

The Special Educational Needs Coordinator (SENCO) is responsible for:

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students SEND and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Completing, sharing with colleagues and reviewing 'My Coombe Dean Plans' on all SEND students.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from primary schools, and to higher education establishments – attending and organising meetings where appropriate.
- Conducting Annual Reviews for students with Education, Health and Care Plans.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.
- Leading the Learning Support department which provides Assess, Plan, Do & Review interventions.
- Overseeing the smooth running of the SEND department.

If a parent/carer has a concern about their child, in the first instance they would contact the tutor who would then be able to refer the enquiry to the most appropriate person within the school. If needs are still not being met, the key stage leader will be made aware of the situation and seek advice from the SENCO.

For families:

The Parent Information Advice Service (PIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. Parent partnership can be contacted on 01752 258933.

The Early Help Assessment (EHA) is a multi-agency approach which is used to support those families who are facing challenges. As a school we have regular planning meetings to discuss whether a multi-agency approach is appropriate.

For more information see Plymouth's Local offer:

<http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/landing.page?directorychannel=4>

How are parents/ carers and children with SEN supported to share their views and concerns and work alongside the school?

- All parents are encouraged to communicate regularly with the school via phone or email.
- The SENCO will ensure that communication is regular.
- Where appropriate the SENCO will join meetings involving pupils with SEN.
- For pupils with Statements/EHC plans reviews are held annually.
- Pupils on the SEN register will have a 'My Coombe Dean Plan.'
- The SENCO is available for appointments at parents' evenings.

Who is the person I should talk to if I have a concern or want to make a complaint about the support my child receives?

Please see the school's Complaints Procedure Policy, available via the school website, for details of how to make a complaint.