



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Copies of this document and other information related to inclusion are available on the school website at [www.stantonbury.org.uk](http://www.stantonbury.org.uk)

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# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



## 1. Background

- 1.1 This policy has been prepared by the Head of Inclusion/Special Needs Coordinator (SENCO) who has responsibility for implementation, monitoring and review, in liaison with the Senior Leadership Team (SLT). It was approved in September 2015 and will be reviewed annually or more frequently as required.
- 1.2 This is a first response to new guidelines. Over the year we will work to develop this policy through discussion and consultation with young people, families and other agencies.
- 1.3 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1 Sept 2014) and has been written with reference to the following guidance and documents:
  - Equality Act 2010: advice for schools DfE Feb 2013
  - SEND Code of Practice 0 – 25 (1 Sept 2014)
  - Schools SEN Information Report Regulations (2014)
  - Statutory Guidance on Supporting pupils at school with medical conditions April 2014
  - The National Curriculum in England Key Stage 3 and 4 framework document Sept 2013
  - Safeguarding Policy
  - Accessibility Plan
  - Teachers' Standards 2012
- 1.4 The **SEN INFORMATION REPORT** is attached as Annex 1. This has been written to meet the requirements of the Code of Practice, the Children and Families Act 2014; section 69(2), regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

## 2 Scope

- 2.1 The school is fully committed to inclusion and equality. This policy sets out our commitment to implement the new statutory guidelines set out in the Special Educational Needs Code of Practice 0-25, effective from September 2014 and the principles of the Equality Act 2010. It applies to all students with special educational needs and disabilities, to teachers, associate staff and, in developing healthy attitudes to children and adults with SEND, to all other students attending Stantonbury Campus.

## 3 Purpose

- 3.1 Stantonbury Campus is committed to eliminate discrimination, promote equality of opportunity and foster good relationships between disabled and non-disabled children and young people. In line with the 2014 Code of Practice, we will take all reasonable steps to enable students with special needs and disabilities:
  - To achieve their best
  - To become confident young people who are able to live fulfilling lives
  - To make an effective transition from primary school and a successful transition into adulthood

## 4 Campus Aims and Values

- 4.1 We work in close partnership with parents, students and families to promote excellence, independence and opportunity to
- Empower students to achieve excellence
  - Equip students with the skills and attributes to become independent learners
  - Enable students to grasp opportunity
- 4.2 We value students equally, treat them as individuals and do all we can to unlock their potential. This applies equally to students with special needs.
- 4.3 Staff and students use first names, just as they would in the workplace. The Campus is a place where students will be in a calm, orderly and safe environment, both inside and outside the classroom.
- 4.4 In line with the 2014 Code of Practice we recognise that, for most SEND students
- Excellence for all is most likely to be achieved when they are in mainstream classes
  - Having special needs means having a barrier to learning you can overcome through good teaching, independence and hard work,
  - Having special needs does not give an excuse for underachievement, poor behaviour, low expectations or lack of independence.

## 5 Admissions

- 5.1 The campus admits students with Education and Health Care Plans and special needs and disabilities as a priority to the limits of funded placements available.

## 6 Adjustments

- 6.1 Adjustments have been made to some buildings and timetable arrangements are made wherever possible for students with mobility difficulties to access the full curriculum. The campus has been able to accommodate a range of needs, including, recently a partially-sighted student with a guide dog. The InclusionCentre and the Post 16 Learning Support centre both provide wheelchair access and a calm and quiet base for students where this is appropriate. Whilst there is good ramp access around the campus, it is a very large campus and students do need to be able to travel between buildings to access the full range of facilities.

## 7 Provision

- 7.1 The Inclusion Centre in the Aspire Centre provides specialist support from teachers and Learning Support Assistants (LSA's). It provides a controlled but stimulating environment for students who have special educational needs. Provision in the Centre includes small group literacy and numeracy tuition, classes to develop social skills, individual mentoring/support and review meetings.
- 7.2 Students with special needs are fully included in the life of the school as members of tutor groups with full access to the curriculum. Within the scope of funds allocated to the Campus students receive such support, both within and without the classroom, as is appropriate to their needs and to complement their academic, emotional, social, physical and sensory development.

**7.3** There are two departments providing specialist provision in the Inclusion Centre for students with an Education Health Care plan or statement for communication and speech and language difficulties, each with a capacity of 15 students. These departments provide support that is additional and different to that provided across the mainstream, and is individually tailored and independently funded for the support of the students personal barriers to learning.

## 8 Assessment

**8.1** Where students join the school with Education Health Care Plans or statements , key staff will be designated in the Inclusion Team as the first point of contact. This person will be responsible for meeting with the student and family on a termly basis to plan and review and liaising with other agencies as required.

**8.2** The inclusion team also undertakes early assessments of students who may have special needs, following referral from the primary school or a faculty team/year leader. Special needs will be identified in line with the 2014 Code of Practice and the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## 9 Plan and Do

**9.1** Where the assessment confirms SEND, this leads to graduated action planned and delivered at three levels:

- **Wave 1**

Teachers are advised of the barrier to learning, faced by the student, what works and what to avoid. Our commitment to quality first teaching means getting it right for every student first time every time. The classroom teacher will then take care to appropriately adjust the teaching and resources required in order to accommodate and help the student to overcome their barriers to learning. In turn the inclusion faculty take responsibility for monitoring the impact of quality first teaching approaches to ensure progress.

- **Wave 2**

The inclusion team continues to focus on barriers to learning, what works and triggers to avoid. We continue to maximize the involvement of students with special needs into mainstream classes. At Wave 2, however, we recognise that more is needed than quality first teaching. The student is allocated a key worker who will agree an Individual Progress Plan (IPP) which is shared with parents and used as the key review document. IPP's will be written in plain English, with the student's own views at its heart and may provide

- Small group tuition over a limited period of time with a clear objective
- Mentoring
- Specialist support or advice
- Personalised curriculum through the Learning Hub in the Aspire Centre or through the Progress Centre

The IPP is shared with subject teachers and progress and monitored through the Year Leader and Inclusion Team.

- **Wave 3**

Where Wave 2 does not produce the improvement required, the IPP is changed to

include 1-1 tuition and bespoke programmes tailored to meet the needs of the student.

**9.2** Personal advice on careers, training and apprenticeships is available to all SEND students through the Learning Hub Director in the Aspire Centre and, for students supported by Pupil Premium, the Progress Centre.

## 10 Review

- 10.1 Wave 1 work is reviewed in the Inclusion faculty, subject faculty teams, and where there are wider patterns, year teams.
- 10.2 Wave 2 and 3 work is reviewed against the IPP on a termly basis.

## 11 Action to Prevent SEND students being treated less favourably

11.1 All activities are open to SEND students and tutors and the Inclusion team monitor their involvement. The Accessibility Plan outlines practical steps to improve access. Students learn about disability and discrimination through the PSHE programme and in a range of curriculum areas including a Rich Task in Year 8 on the City of Diversity, which includes disabled members of our local community. Action to avoid discrimination is also taught in other ways, for example through a Lottery Funded programme through the Stantonbury Arts and Leisure Trust to introduce wheelchair basketball.

## 12 Monitoring and Communication

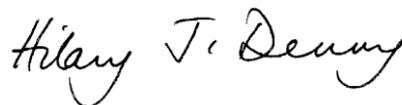
**12.1** The co-Principal is personally responsible for line management of the inclusion faculty and meets with the SENCO at least once a fortnight. The work of the faculty is monitored through the school's faculty review programme and provision and progress of SEN students is regularly included in wider monitoring by senior leaders. A nominated governor with responsibility for SEND reports to the Commissioning Board of Governors.

**12.2** The 2014 Code of Practice requirements for the publication of detailed information about staff and the SEND Information Report is under development during autumn term 2015.

Prepared by: Rachel Calandro, Head of Inclusion/SENCO

Approved by

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Ben Corbett, Co Principal



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Hilary Denny, Chair of Governors

Revision date: September 2016  
Annex 1

**SEN INFORMATION REPORT** pending