

# Conyers School

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY SUPPORT POLICY

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Updated: February 2020

Origin:

SENCo

### Introduction:

At Conyers School all young people are entitled to an education that enables them to make progress.

A child or young person, with Special Educational and Disabilities Needs (SEND) as defined in the Code of Practice (CoP) 2014, will be successful if the appropriate provision and measures are in place to support their needs.

A child/young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

A child/young person has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

For further definition of:

SEND Provision see the Code of Practice 2014 and Equality Act 2010.

Learning Support (LS), in this statement refers to the provision at Conyers School to support the learning of all its students. In this sense, LS encompasses the provision for students defined as having SEND, those with learning difficulties not defined as SEND and those who may be experiencing difficulty with learning as a result of EAL (English as another language), medical, social or emotional grounds. It recognises that no student should normally be excluded from accessing any area of the curriculum, or any part of the school life, and that all staff are committed to the education of all the students in the school. This SEND Policy is viewed as a whole school policy and will need to be systematically reviewed, modified and developed.

The SEND provision enplaced through this Policy forms the Learning Support Development Plan which is an integral part of the School Development Plan.

### Policy:

#### Aims

The aims of the Special Educational Needs and Disability provision are encompassed in the School's core aims and values.

In meeting these it is necessary to:-

- i Ensure that there is an early and efficient identification of students with SEND support, a register of these students is kept, their needs are communicated to their teachers, and assessment and monitoring of their progress takes place in accordance with the Code of Practice and LA procedures.
- ii Encourage continuing Professional Development with regard to SEND.
- iii Encourage the participation of parents at all stages with regard to their child's SEND needs.
- iv Initiate and take part in effective liaison with outside agencies e.g. Educational Psychology Service (EPS), Child Adolescent Mental Health Service (CAMHS) etc, to provide extra advice and support in individual cases and to improve the general quality of the school's provision.
- v Encourage the active involvement of students in discussion of their SEND needs, the development of strategies for overcoming their difficulties as supportive partners in differentiated learning situations.

### Structure of the Provision for Special Educational Needs and Disability

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*Roles and Responsibilities:*

## **Governors**

There is a SEND Governor who will represent the Governors, (name to be inserted), and inform the Governing Body of developments within the LS Department which may affect their statutory duties. The Governors will undertake the duties given in the Code of Practice reporting annually to parents and monitoring SEND provision as an integral part of the School Development Plan.

## **Special Education Needs Co-ordinator (SENCo)**

The Special Education Needs Co-ordinator (SENCo) is Mrs Claire Pack who is responsible for co-ordinating SEND provision at Conyers ensuring SEND students get the support they need and engage in all activities in school.

Within their role as SENCo, this person will oversee the identification, referral, reviews, assessment and monitoring of all students with SEND, including the issuing of student profiles, arranging reviews EHCP's meetings, transition planning meetings for students with Special Educational Needs and Disabilities, provision mapping and the maintenance of the school's SEND Support Register. This will require liaison with schools and the Director of Progress & Standards with responsibility for admissions.

The SENCo is also responsible for the LS Department: Teaching Staff, Teaching Assistants (TA) and the SEND aspects of the work of clerical staff.

The SENCo will be responsible for instigating SEND strategies within the school and represent SEND on any working parties. She will lead on appropriate Staff Development and develop links with parents, schools, social and health care and other appropriate agencies.

## **All Teachers**

Teachers are responsible and accountable for the progress and development of all the students in their classes including those with SEND.

At Conyers:-

- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND
- All teachers have knowledge of SEND and support students with a range of SEND. Teachers are informed of strategies to identify and support vulnerable students and the SENCo will regularly review and where necessary improve teaching understanding (CoP 2014).

## **SEND Team**

There is an SEND Team comprising of the SENCo and curriculum representatives.

After due consultation with and/or taking account of representation from all parties, the SENCo will review and make recommendations with regard to the make up of the School's SEND Support Register, which is made available to inform all members of staff.

The Inclusion Team will also be responsible for on-going SEND Policy Development and identifying any staff development in regards to this.

## Implementation of Provision for Special Educational Needs and Disabilities

### **Identification of Students with SEND**

Special Educational needs may occur prior to entry to Conyers, or may manifest themselves during, the student's education at Conyers School and in either case it is essential that these be identified at the earliest point, so that effective provision can be made to improve long term outcomes for the students.

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If a student's needs require provision beyond what the school can offer the SENCo and appropriate parties will determine the support needed.

## **Admissions**

The school is inclusive and follows the requirements of the Children and Families Act 2014 with regard to all rights and duties associated with this Act including admissions policies.

The Director of Progress & Standards will inform the SENCo when admitting students who have SEND. The SENCo will contact the previous school for further information, and will, at the earliest appropriate time, contact the student's parents to review the provision and liaise with the Year Manager responsible for the year group into which the student will be placed.

Close liaison will take place between the SENCo and their equivalents in the primary schools, to ascertain the SEND requirements of the students entering in Year 7. The SENCo will use existing arrangements operating in the school for primary liaison and will attend by invitation review meetings prior to the entry of SEND students to Conyers School.

Links with other mainstream schools, special schools and further educational establishments will be fostered through existing SEND consortia. Full records will be made available when students transfer to other schools or enter educational establishments on leaving Conyers Career support services will be involved from Year 9 to support career pathways for identified students.

## **Internal Assessment and Referral Procedures**

The Learning Support Department has detailed procedures for assessment and referral.

## **Monitoring and Recording**

Monitoring the progress of children with SEND will implicitly involve all teachers and support staff through teaching records, reports, observations, exam and external assessment results.

Where information is required prior to a review, planning meeting or other conference to discuss a student's educational needs, the SENCo will survey the student's teachers with regard to progress at that time.

A support register of all students referred to and verified by the SENCo as having SEND will be kept, organised in year groups, and lodged with the LS Department. This will constitute the Special Educational Needs and Disabilities Support Register. All staff will have access to this register and will be notified of any changes to it by the SENCo. All Student Profiles created by the SENCo are available on SIMS. The register will be reviewed regularly by the SENCo and the Learning Support Team.

## **Provision of Support**

Support for SEND students will be provided by use of a variety of methods including interventions, key worker, liaison with staff and parents, counselling, in-class support, input during clubs and other extra curricula activities, the planned involvement of students and parents in the learning process, the provision of a Learning Support Area and the use of equipment appropriate to each student's needs.

In accordance with the CoP 2014 provision for students with SEND it is a matter for the school as a whole.

All students with SEND are integrated into mainstream teaching and tutor groups at Conyers School, following a balanced and broadly based curriculum which includes the National Curriculum. In the first instance responsibility for meeting the educational needs of all children in a teaching group rests with the teacher concerned. "Teachers are responsible and accountable to the SENCo for the progress and development of students in their class even where the students access support from teaching assistants or specialist staff" CoP 2014.

Curriculum Teams should also take account of the necessity to plan responses to their student's needs in

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relationship to the requirements of the Code of Practice 2014.

Curriculum areas are organised differently and students have individual needs in the various areas of the curriculum. Each department will, therefore, need to organise its own SEND requirements through liaison with the SENCo, and will need to account for this provision. They will be required to add any related information to Student Profiles issued by the SENCo. They will also supply information on a student's progress against targets, written or oral, as required by the SENCo for review purposes.

The SENCo and the Learning Support team are available as needs arise, to work with a department in ensuring that all students have access to the area of the curriculum for which they are responsible for. The SENCo is also available to support in the development of appropriate teaching methods, styles, strategies, resources and differentiated materials.

The budget for SEND is provided through the base budget with additional High Needs Funding. Additional Department provision is from individual department capitation.

The SEND Team will help in identifying any support needs from departments and review and provide feedback on existing provision. Outside agencies may also be available to work with departments in meeting any requirements.

Wherever possible teachers will reinforce learning or coping strategies which will enable their students to better overcome or come to terms with their learning difficulties as advised by the SENCo.

The SENCo will also make the Learning Support Area accessible to all students and staff.

## **Professional Development**

Within the whole School Development Plan the continual review of quality teaching for all students is paramount. Should any training needs or opportunities for further development arise the SENCo will liaise with the Director of Training and the Director of Progress & Standards to ensure relevant training is provided within the school, LA or by professional bodies.

## **Parental Involvement**

The SEND Policy actively encourages the fullest participation of the children's parents in any matters regarding their children's education and is committed to the obligations manifested in the Code of Practice. In this respect the School will keep parents fully informed of any recommendations and educational provisions involved in meeting, their child's SEND. Parents will be encouraged to attend reviews, actively seeking their views and opinions. The School will make all efforts to consult parents in person when assessment is being considered or Education Health Care Plans are being reviewed.

Parents of students who receive support for other reasons than SEND will be fully involved in the discussion of and the implementation of this input.

The School ensures that all parents of children with SEND are aware of the Parent Partnership Service. This service will provide, additional support to young people and parents who need assistance with SEND formalities meetings and assessments.

## **Student Involvement**

The School recognises that the view and opinions of all students should be listened to, recorded and taken

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into account when discussions are held with regard to their educational needs and all students will be informed of decisions taken to meet these needs and these will be explained as necessary. The SENCo will take this policy into account in all their dealings with students who have SEN. In general terms students will be invited wherever practicable and applicable to attend review meetings held in their name.

## **Learning Mentors**

The Learning Support Team welcomes older students as supportive partners in differentiated learning experiences with younger students who have learning difficulties. They encourage self-awareness of learning problems for students of all ages to foster student acceptance of more responsibility for self-supported learning and through consultation be able to draw up achievable targets and simple coping strategies for their own benefit in lessons.

## **Complaints Procedures**

In the first instance any complaint about the SEND provision within the school should be addressed to the SENCo who will then consider this complaint and, if the matter cannot be dealt with satisfactorily, will call upon the assistance of the Director of Progress & Standards. If not resolvable at this level then the issue will be referred to the Executive Team.

## **Evaluation**

An annual review of the policy will be led by the SENCo who will involve the Link Governor, the Director of Progress & Standards and the Learning Support Team in evaluating the effectiveness of this Policy. This evaluation will be measured through consideration of progress levels included in Student Profiles, the results of test and assessments, GCSE results together with information gained from parental dialogue, the use of the complaints procedure, and monitoring tutorial and classroom practice.

How it will be monitored: Agenda item annually	By Whom: SENCo - Claire Pack Deputy Headteacher SEND Governor - Karen Joyce
Review Date: Annually, February	Review Assigned to: Learning Support Team SENCo - Claire Pack Deputy Headteacher Conyers Local Governing Body's Care, Support & Guidance Committee