



Eastlea
COMMUNITY SCHOOL

Special Educational Needs and Disability (SEND) Policy

Leadership Team Responsibility:	AHT - Safeguarding (DSL) Special Educational Needs Coordinator (SENDCo)
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Introduction

At Eastlea Community School we are proud of our diverse and inclusive community. We are committed to providing a safe learning environment in which students feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted whilst progress is made. We believe that all students benefit from a community that includes students with complex needs.

Aims of the Policy

To ensure the Children's and Families Bill (Including new SEND code of practice 2014) and relevant codes of practice and guidance are implemented effectively across the school

To provide an education that enables all students to make progress so that they:

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

To comply with the legal obligations of the Equality Act 2010 so:

- Disabled students are not discriminated against, harassed or victimised
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with our peers eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled students.

To achieve our objectives we will:

- Take into account the views of our students and their families

- Work collaboratively with health and social care to provide support and set challenging targets for all students
- Identify the needs and assess students as early as possible
- Focus on Inclusive practices and removing barriers to learning

What are special educational needs (SEN) or disability?

We use the definition for SEN and for disability from the SEND code of practice (2014). This states:

SEN: A child or 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 him or her.

Disability: A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities

Admissions

All young people with or without a statement or Education, Health Care Plan (EHCP) plan are welcome to apply for a place at our school, in line with the schools admission policy. If a place is available we will undertake our best endeavours, in partnership with parents, to make the provision required to meet the special educational needs of student.

The School also has 14 additional places funded for students with complex needs.

Identification of Special Educational Needs

Subject teachers make regular assessments of the progress students are making. As part of the assessment process subject teachers and curriculum team leaders supported by the senior leadership team, identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

It can also include progress in areas other than attainment.

Where a student is making less progress than expected, the first response will be high quality teaching targeted at their area of weakness.

If parents have concerns relating to their child's learning they initially should discuss these concerns with your child's tutor or subject teacher. This may then result in a referral to the school SENCo.

Parents may also contact the SENCo or the Principal directly if they feel this is more appropriate.

The School SENCo is Ana-Maria Grigore who can be contacted via 02075400400 ext 473

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Special Educational Needs support in School

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Students with a disability will be provided with

reasonable adjustments to overcome any disadvantaged experienced in school and increase their access to the taught curriculum.

We monitored this through a number of processes that includes

Classroom observation by the senior leadership team, SENCo, external agencies

Ongoing assessment of progress made by students with SEND

Work sampling and scrutiny of planning to ensure effective matching of work to student need

Teacher meetings with the SENCo or other teachers within Inclusion Curriculum Team to provide advice and guidance on meeting the needs of students with SEND

Student and parent feedback on the quality and effectiveness of interventions provided

Attendance and behaviour records

Student attainment is tracked by subject and senior leaders and those failing to make expected levels of progress are identified quickly. These students are then discussed by the curriculum team leader and a member of the senior leadership team. If special educational provision is required, parents will be informed that the school considers their child may require SEN support and their partnership sought.

SEN support will follow the Assess, Plan, Do and Review model:

Assess: Data held by the school will be collated by the SENCo in order to make accurate assessment of need. The views of the students and the parents will also be sought.

Plan: Appropriate, evidence-based interventions will be identified, recorded and implemented

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, academic and developmental, that take into account parents' aspirations for their child.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies. This will only be undertaken after parental permission has been obtained and may include referral to

- Educational Psychology service
- Complex Needs and Dyslexia Service
- Language, Communication and Interaction Service
- Sensory Service
- Behaviour Support Service
- Child and Families Consultation Service
- School Nurse
- Child and Adolescent Mental Health Service
- Social Services

For a small number of students, whose needs are significant and complex and the support required cannot reasonably be provided from within the school's own resources a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Curriculum Access

Teachers use student's prior data and aspirational targets to differentiate classwork in order to ensure progress. When a student has been identified as having special educational needs, the curriculum and learning environment will be adapted to reduce barriers to learning. Students may be provided with equipment and/or additional adult help. All actions taken will be recorded and shared with parents.

Progress

Progress towards identified outcomes and aspirational targets will be shared regularly with parents.

Parents can also use the student planner to communicate with their child's tutor.

Parents are encouraged to arrange an appointment to discuss their child's progress with their child's tutor, subject teacher, the SENCo or a member of the senior leadership team at any time they are concerned or have information they feel the school should be aware of.

Students with medical needs (Statutory Duty under the children and families Act)

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and where appropriate the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or other health agency as being competent.

All medical procedures follow the LA and Department of Education guidance Supporting Pupils at School with medical conditions (DfE) 2015.

Extra-Curricular Activities and Educational Visits

Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities. The school ensures it has sufficient staff

expertise to ensure that no child with SEND is excluded from any school provided activity.

Accessibility

Eastlea is a fully accessible school. All areas can be accessed via ramps and with lifts to all floors. In each building there are disabled toilet facilities.

Transition to Eastlea

All students in year 6 transferring to Eastlea are invited to attend a transition day in the summer term. During these days they are given a tour of the school and attend taster lessons as well as meeting key staff who will support their transition.

The SENCo and the Assistant Headteacher with responsibility for transition attend the LA transition day where they meet with the SENCo's from primary schools to discuss the needs of all students transferring that have identified special educational needs. Additional visits can be arranged if the primary school or SENCo at Eastlea feels the student requires extra support.

Transition to the next school, preparation for adulthood and independent living

Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits are arranged to other providers, and parents will be invited to attend with their child.

The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff 2018*.

Where a student has an EHC Plan, all reviews of that Plan from year 9 and onwards will include a focus on preparing for adulthood, including employment and independent living.

School's resources

As with all schools Eastlea receives funding for every student.

In addition to this the school receives funding to respond to the needs of students with SEND from a number of sources which include:

- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND
- The pupil premium funding provides additional funding for students who are receiving free school meals or who are in the care of the local authority
- For those students with the most complex needs the school may be allocated High Needs funding from the local authority

Further Information and Concerns

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the schools response to meeting these needs please contact the following:

The SENCo: Ana-Maria Grigore

Head of School: Sarah Morgan

The School Governor with responsibility for SEN: Paul Leslie

For a copy of the school complaints procedure please contact the school reception.

Support Services for Parents of students with SEN include:

Special Educational Needs and Disability Information Advice and support Service, SENDIASS Newham(formerly Parent Partnership Services)

Telephone: 0203 373 0707

Email: sendiass@newham.gov.uk

The Local Offer

Newham's local offer can be found on Newham's website

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>