

Special Educational Needs and Disabilities (SEND)

Secondary Phase Policy

Approved by:	GFM Board	Date:	20 February 2023
Maintained by:	Inclusion Team	Next review due:	May 2024

Intent

We are committed to providing an inclusive curriculum which promotes high aspirations and excellent outcomes for each and every student. We believe that working in partnership with students, parents and carers, we have a responsibility to ensure all students are able to access, enjoy and achieve at a GFM School. This policy should be read in conjunction with the SEND Information Report which is published on GFM school's websites.

Aims

The SEND policy aims to:

- Set out how a GFM school will support and make provision for students with special educational needs and disabilities
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Ensure all stakeholders are knowledgeable about their roles and responsibilities

Legislation and guidance

- This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans and SEND Leaders.

The SEND aims of a GFM school are:

- To ensure students have access to a broad, balanced and relevant curriculum
- To provide a personalised curriculum appropriate to each student's needs and abilities
- To recognise the diversity of students' needs and meet these needs through flexible and varied provision
- To identify students requiring SEND provision as early as possible
- To be evidence informed when planning the provision for students by using a series of diagnostic assessments
- To provide focused intervention to secure progress for students with SEND
- To involve students and parents/carers in reviewing progress, provision and identifying needs
- To work with external agencies, where appropriate, to provide additional support for students' needs
- To take the graduated four point approach outlined in the SEN Code of Practice 2014 of : assessing, planning, doing and reviewing SEND provision.

Definition of SEND

Children have special education needs if they have a learning difficulty or disability that calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definitions above or would do so if special education provision is not made for them. (SEND Code of Practice September 2014)

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Roles and responsibilities

Key Stage 3 SEND Leader: Daniel Beck

Key Stage 4 SEND Leader: Sam Smithbone

AHT with responsibility for SEND: Deanne Coombs

The SEND Leaders and AHT with responsibility for SEND will:

- Work with the Executive Headteacher for Inclusion, members of Secondary Executive and the SEND Link Committee member to determine the strategic development of the SEN policy and provision in the GFM school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the GFM school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the GFM school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the GFM school keeps the records of all students with SEN up to date.

The Board of Trustees and Scrutiny and Advisory Group (SAAG)

Jean Morgan, Trustee and member of the SAAG is linked to SEND. Representing the Board she will:

- Help to raise awareness of SEN issues at SAAG committee and Board meetings
- Monitor the quality and effectiveness of SEND provision within each GFM school and update the board on this
- Work with the executive and SEND Leaders to determine the strategic development of the SEND policy and provision in each GFM school.

The Executive

The GFM Schools executive work across GFM schools, with Kerry Payne taking the lead for Inclusion which includes SEND. The Executive Lead for Inclusion will:

- Work with the SEND Leaders, AHTs with responsibility for SEND and SEND Link Committee Member to determine the strategic development of the SEND policy and provision within GFM schools
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that provision for all learners meets their needs and enables progress.

Teachers

Every class teachers is responsible for:

- The progress and development of every learner in their class

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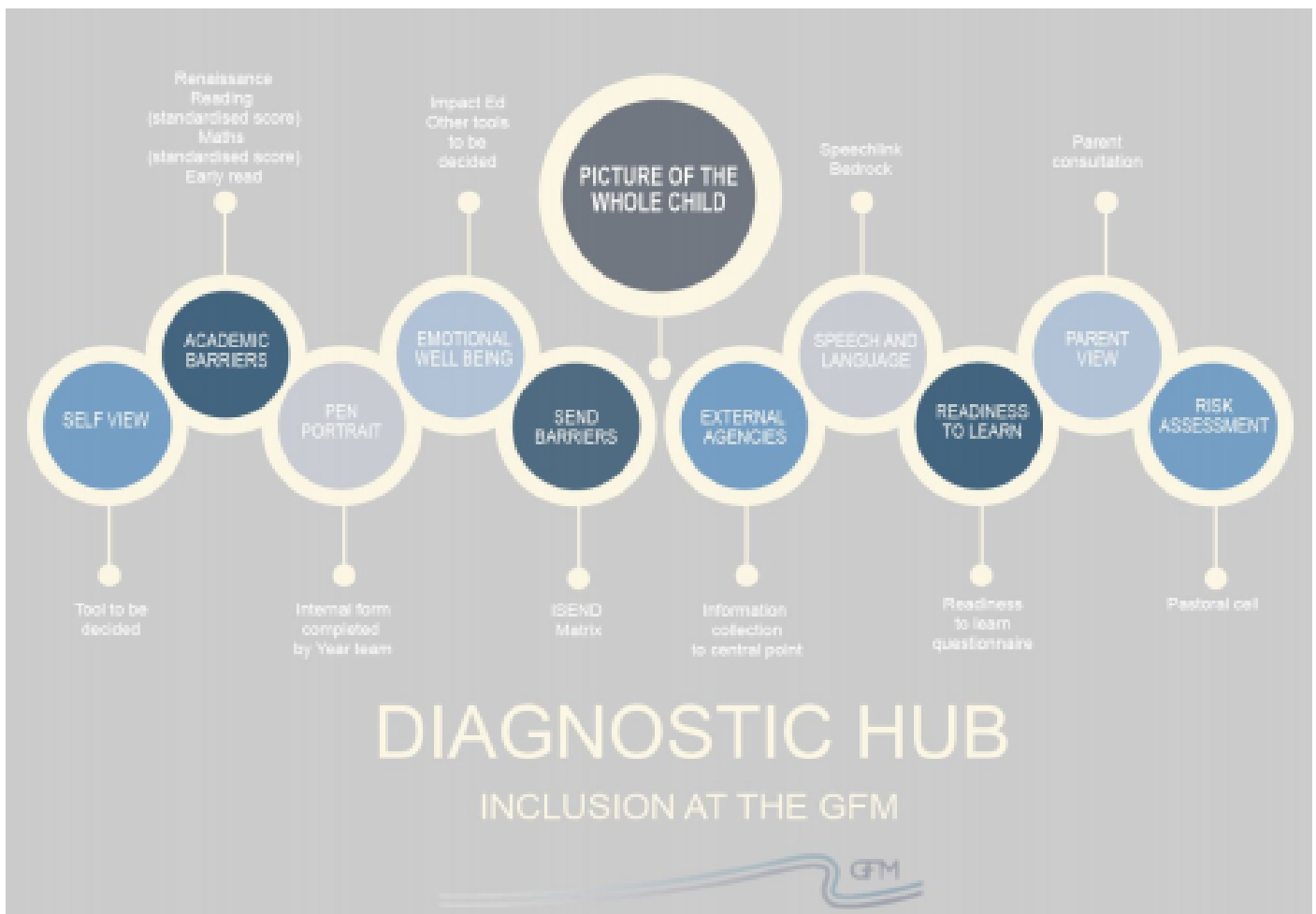
- Working closely with support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND Leaders and Inclusion team to plan, review and adjust provision to meet the needs of learners.

Identifying learners with SEND and assessing their needs

All teachers are teachers of students with special educational needs; accordingly all teaching staff are responsible for identifying students with SEND and in collaboration with the phase's SEND Leaders will ensure that those students requiring additional and or different support are identified at an early stage.

The SEN Code of Practice advocates a graduated response to meeting the needs of learners. When learners are identified as having SEND the phase will intervene with an appropriate graduated approach.

Across the GFM schools use the tools within our diagnostic hub to assess and understand the needs of learners.



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our approach to teaching learners with SEND

Teachers are responsible and accountable for the progress and development of all learners in their class(es).

High quality teaching and learning is our first step in responding to learners with SEND. Access strategies and support are planned to enable learners to engage in lessons.

Adaptations and adjustments

- Full time high quality teaching in class, with additional help and support provided by the teacher through an adjusted curriculum. All learners work for the majority of their time in mainstream classes following the normal school curriculum. To help students access the learning in the classroom, they may be provided with specific resources such as coloured overlays, laptops and specialist equipment appropriate to their needs.
- To complement this provision LSAs work alongside class teachers in some mainstream classes to provide additional support for students with SEND.
- Where appropriate students are withdrawn from classes, sometimes individually but also in small groups to follow specially devised programmes of work/internal intervention. Emotional, language and social skills support is provided by LSAs who have received additional training.

Partnership with parents and carers

The GFM believes that involvement of all parties – teachers, support staff, parents/carers and the learner enables learners with SEND to achieve their potential and parents/carers are considered to be key partners in the process with a valuable contribution to make.

The GFM will work closely with parents/carers, students, colleges and other agencies to plan out support transition arrangements towards further education, training and/or employment.

Links with external agencies

The GFM recognises the valuable role external agencies provide in assisting to identify, assess and provide for SEND learners. We therefore engage with a range of agencies to support SEND learners as appropriate:

- Educational Psychology
- CaMHS (Child and Adolescent Mental Health Service)
- Specialist Advisory Teachers
- Outreach services
- Any other external/specialist agency as required.

Monitoring learner progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with our SEND Leaders to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Other staffs' assessment, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Educational Health Care Plans (EHCP):

For a few students the help given by the GFM school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the GFM, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate a statutory assessment and an Educational Health Care Plan (EHCP).

Where a request for a statutory assessment is made, the GFM school, parents/carers and any relevant outside agencies must provide written evidence of at least two 'Assess – Plan – Do – Review cycles' to the LA. This must include details of:

- Details of any relevant educational assessments
- Details of the agreed plan for provision by the school, parent/carer, the student and any relevant outside agents
- Records of actions taken by the school, parents/carers, the student and any relevant outside agent
- Records of review of planned provision and their outcomes
- Details of the student's health including the student's medical history where relevant
- Attainment levels in all subject areas
- Details of involvement and assessment from relevant outside professionals to develop provision, for example from a specialist advisory teacher or an Educational Psychologist
- The views of the parents and of the student
- Involvement of any other professionals
- Any involvement by the social care or education welfare service.

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There must be clear evidence of at least 12 months of significant challenges with the student accessing mainstream education.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Professional learning

The GFM expects all members of staff to want to continuously improve, actively engage in learning opportunities that are both self sought and GFM provided. The will to *want to be better* is demonstrated by engagement in self and directed learning, recognising areas of strength, growing areas of expertise, identifying and acknowledging areas for development. The GFM expects all members of staff to seek and provide guidance and support. The Inclusion Team work alongside leaders to ensure a varied programme of learning with a focus on Inclusion and SEN for staff across the organisation. Targeted and bespoke training is provided where there is identified need for example where a specific learning difficulty is identified.

Complaints about SEND provision

Complaints about SEND provision in a GFM school should be made to one of SEND Leaders or the Year Office in the first instance. They will then be referred to the GFM complaints policy.

If the complaint is not fully resolved, parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that a GFM school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Policies and procedures in the GFM

GFM Policies are shared with all GFM staff at induction and at least annually through reminders at staff meetings and through staff communications. Policies are available to staff through school websites, and the GFM staff handbook. It is an expectation of line managers in the GFM to stay up to date with policy and procedure. Professional learning and development opportunities around policy and procedure are provided for all staff on request and/or directed.