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The School Offer & SEND Policies



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GUIDANCE

The new system for England is clear that the governing bodies of maintained schools and maintained nursery schools **must** publish information on their websites about the implementation of their policies for pupils with SEN. As a minimum this information **must** also be updated annually but any changes during a year **must** be included **as soon as possible**.

In light of these changes it is vital that each SCE school reviews and revises their school SEN offer, SEND policy and SEND information reporting procedures. Schools are required to cover many points in their information but it is particularly crucial to include:

- The kind of special educational needs for which provision is made at the school
- The name and contact details for the Senco
- How the school will identify children and young people with SEN and address their needs
- The school's arrangements for assessing and reviewing the progress of pupils with special education needs;
- How the school adapts the curriculum and learning environment for pupils with special educational needs. This can include:-
 - The school's approach to teaching pupils with special educational needs and disabilities including adaptations to the 'broad and balanced' curriculum and teaching and learning environments for children and young people with SEN, and provide access to ancillary aids and assistive technology
 - The additional support for learning that is available to pupils with special educational needs;
 - Activities that are available for pupils with special educational needs additional to those available in accordance with the curriculum;
 - Support that is available for improving the emotional and social development of pupils with special educational needs.
 - The expertise teachers or other professionals have to support children and young people with SEND
 - The arrangements for consulting parents of children with special educational needs and/or disabilities, and involving such parents in, the education of their child.
 - The arrangements for consulting young people with special education needs about, and involving them in, their education.
- How the school assesses and evaluates the effectiveness of the provision they make for children and young people with SEN
- How the school enables children and young people with SEN and Disabilities to access facilities and extra-curricular activities available to all children and young people in a setting
- The provision available to support and improve emotional and social development, including the provision of any additional pastoral support arrangements for listening to the views of children and young people, and through specific measures to prevent bullying.

Schools should also include details of arrangements for supporting looked after children and young people.

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A policy exemplar

Guidance for an a Special Educational Needs and Disabilities Policy (Mainstream schools) and A Framework for an Inclusion and Special and Additional Educational Needs Policy (Mainstream schools)

Guidance for a SEND Policy (Mainstream School)

The SEND Policy should provide basic information regarding the school's vision, ethos, provision and practice

1 Mission Statement

2 Objectives of the policy

What are the objectives of the school in making provision for vulnerable pupils, those with SEND?

How will the SEND policy contribute towards meeting those objectives?

Refer to documents such as school's objectives / Mission Statement / Inclusion Statement

3 Responsibility for coordination of Inclusion and SAEN provision

Who is responsible for coordinating the day-to-day provision of education for pupils on the:-

Inclusion and /or SEND list?

Name of Inclusion Manager

Name of the SENCO

4 Arrangements for coordinating Inclusion and SAEN provision

What arrangements have been made for coordinating the provision of education for pupils on the SEND list?

What are the respective roles and responsibilities of the Headteacher, SEN Governor, Inclusion Manager, SENCO and teachers in providing for pupils with additional and / or special educational needs?

5 Admission arrangements

What are the admission arrangements for pupils with SEND who do not have a SCAN/ Statement / EHC Plan if the arrangements differ from those for other pupils?

6 Facilities for vulnerable pupils, those with SEND

What facilities does the school have for vulnerable pupils, pupils with SEND including facilities that increase or assist access to the school and curriculum.

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Information about the school's policies for the identification, assessment and provision for vulnerable pupils, those with SEND.

7 Allocation of resources

How are resources allocated for vulnerable pupils, those with SEND?

8 Identification and review of pupil needs

How are vulnerable pupils and those with SEND identified and their needs determined and reviewed?

9 Access to the curriculum, information and associated services

What are the arrangements for providing access by vulnerable pupils, those with SEND to a balanced and broadly-based curriculum (including National Curriculum)?

10 Inclusion of vulnerable pupils, those with SEND

How do vulnerable pupils, those with SEND engage in the activities of the school with other pupils?

11 Evaluating the success of provision for pupils with SEND or who are disabled

How will the SGC evaluate the success of the education that is provided by the school?

12 Complaints procedure

What arrangements has the SGC made to deal with complaints from parents of vulnerable pupils, those with SEND concerning the provision made at the school?

Information about the school's staffing policies and partnership with agencies beyond the school.

13 In-service training

What arrangements have the SGC made for in-service training for staff in relation to vulnerable pupils, those with SEND.

14 Links to support services

What use is made of teachers and facilities from outside the school, including links with support services for vulnerable pupils, those with SEND?

15 Working in partnership with parents

How does the school work in partnership with parents of vulnerable pupils, those with SEND?

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16 Links with other schools

What links are there with other schools? What provision is made for the transition of vulnerable pupils, those with SEND between the school and the phase of education or work?

17 Links with other agencies and voluntary organisations

What links are there with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of vulnerable pupils, those with SEND?

This framework takes account of Inclusion and Special Educational Needs and Disabilities. Schools can adapt the policy to reflect SEN alone.

Suggested format - SENCO and SEND Governor Report to the School Governance Committee (SGC)

Good practice indicates that the Headteacher and/or SENCo and the SEND Governor should draw up reports on SEND. It is important that this aspect of the school's work is considered during the annual cycle of meetings. It may be part of the agenda at all main meetings of the SGC or be covered as the main item at a meeting in the annual calendar, for example in the Spring Term. This list is not exclusive; you may wish to make additions

Reports can include up-dates on some or all of the following:

1. Pupils

- Numbers or percentage of pupils, not pupil names, at Early Years SEN Support/School SEN Support SCAN / Statements/ EHC Plans.
- An analysis of pupils' needs

2. Funding

- SEND funding, income and expenditure
- Any funding changes
- The impact of financial resources

3. Staffing

- Staffing costs
- Deployment of teaching and non-teaching staff

4. Staff development

- Details of whole school and individual training with regard to SEND.
- Impact of training on provision and practice for pupils with SEND

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5. School Improvement Plan

- Progress on SEND priorities within the School Improvement Plan

6. Resources

- Funding allocated to various resources. eg. human and practical
- Impact of resources

7. Provision

- Provision for SEND across the school

8. Pupil Outcomes

- Outcomes for pupils and an analysis of pupil progress

9. The effectiveness of provision

- What has been the impact of the provision made by the school for its pupils. This may draw on quantitative and qualitative data.

10. Amendments to the SEND Policy

- As an outcome of the Report do governors need to consider any amendments to the School SEND Policy?