



# Special Educational Needs and Disabilities (SEND) Policy (2021-2022)

# Special Educational Needs and Disability Policy (September 2021).

Sheffield Inclusion Centre aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development. At Sheffield Inclusion Centre we offer specialist holistic support for children experiencing behavioural, emotional and social difficulties. In addition, we are committed to supporting children with additional needs. Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success.

A young person may be described as having a special educational need if he / she has a

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

This policy has been updated in response to the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010: advice for schools DfE (Feb, 2013) and the Mental Capacity Act 2005.

The following principles underpin this policy:

- The early and effective identification of young people's needs.
- The joint involvement of parents and young people in identifying needs, discussing aspirations, setting targets and making decisions for their future.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND.
- Successful preparation for adulthood, including independent living and employment

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**Name of SENDCo. Safeena Bahar**

**Signed by:**

\_\_\_\_\_ **Head Teacher**                      **Date:** \_\_\_\_\_

\_\_\_\_\_ **SEND Governor**                      **Date:** \_\_\_\_\_

### **Definition of SEND**

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Sheffield Inclusion Centre regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of disabled**

See: Equality Act 2010

A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

SEND provision at Sheffield Inclusion centre is characterised by

- Early identification and intervention
- Removing barriers to learning - adopting a holistic approach
- Working cohesively with parents and carers
- Good communication
- Tracking and monitoring of students' progress
- Focus on outcomes for students and not just hours of provision/support
- Raised aspirations of and expectations for all students with SEND
- Close working relationships with outside professionals
- Class teachers retain responsibility for students with SEND and their provision
- Smooth transition for all students with SEND

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (April, 2015) 3.65 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 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **SECTION 1**

- The SENDCo at the Sheffield Inclusion Centre is Safeena Bahar. In her absence her duties are carried out by Tuesday Rhodes. Phone numbers and emails are available through the school switchboard.
- Safeena has completed the National Award for SEN (NASENCo award)
- Safeena is part of the Associate leadership team and has completed her National Programme Qualification in Senior leadership.
- Safeena is also a Specialist Assessor and has completed a Certificate in Psychometric Testing and Access Arrangements. (CPT3A).

The SIC provides a full-time education focused on improving life chances for pupils permanently excluded from mainstream schools in Sheffield. We do this by:

- Addressing significant delays in learning and progress
- Increasing engagement and improving attitudes towards education
- Delivering qualifications, life skills and placements as gateways to a wide range of post 16 options.

Every teacher is a teacher of every young person including those with SEND. All pupils are currently at SEND Support and are provided with a personalised curriculum towards equal learning opportunities.

## **SECTION 2**

### **AIM (THE LONGER VIEW)**

Our aim is that no cohort of pupils is left behind. We have a higher than average number of pupils on Free School Meals, with historical attendance difficulties, Safeguarding issues, oppositional and criminalised behaviours. Thus we need to work more flexibly and creatively in order to meet the diverse needs of all pupils.

Data analysis of the progress pupils make here and barriers to engagement and learning faced are available on request.

Pupil turbulence is around 50% during the academic year. All pupils are permanently excluded for behaviours which reflect a diversity of underlying needs. Successful progress and engagement are only possible by:

- Accurate baseline assessments
- A rapid process of holistic awareness, historical research, and rapport
- Deployment of a wide variety of expertise in SEND, outreach work, Safeguarding and strategic leadership
- High quality teaching and learning

All pupils have long term attendance and accreditation plans which may include formal assessments, reintegration and alternative provision.

Each programme is personalised and match against long term expected outcomes.

1. To adhere to all procedures relating to Child Protection and Safeguarding
2. To work within the guidance provided in the SEND Code of Practice, April 2015.
3. To develop a dedicated team, able to deal sensitively and effectively with students' additional needs
4. To engage parents and carers in all aspects of their child's assessment
5. To develop and maintain effective transition arrangements between key stages
6. To raise whole staff awareness of the nature and range of additional needs
7. To develop inclusive thinking in all members of the school community
8. To develop and maintain strong links with external agencies
9. To develop effective assessment and referral procedures to ensure early identification

## **OBJECTIVES (HOW ARE WE GOING TO DO IT?)**

1. To identify and provide for pupils who have a wide variety of special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs and disabilities Co-coordinator (SENDCo) who will work with the SEND Inclusion Policy.
5. To provide support, advice and training for all staff working with special educational needs pupils.

## **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The SIC always considers what is **NOT SEND**, but which may impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

***Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person’s behaviour are described as an underlying response to a need which the SIC will be able to recognise and identify clearly.***

#### **SECTION 4: A Graduated Approach to SEN Support**

**In recording pupils needs on an SEND record or register, our criteria for “entering” a pupil on this record will include;**

- What work has to be done prior to the permanent exclusion, and by whom – the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg. 88 Section 6.37 onwards).
- All pupils at **SEND SUPPORT** or being assessed for an **EHC plan**. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching. This is why all pupils have a target of access to 25 hours of quality teaching.
- The SIC regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The teachers and SENDCo at the SIC consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials, such as WRAT5, CAT, GL testing, Keystage 2 data, CEM Testing, Dyslexia Portfolio and Boxall Profiles.
- For higher levels of need, the Inclusion Centre draws on more specialised assessments from external agencies and professionals. The Inclusion Centre also completes My Plans or alternative SEND support plan for all students or continues to review My Plans where the pupils enter the setting with one in place. The My Plan helps to outline the outcomes being worked towards and the support needed to meet these outcomes.
- Parents/carers and pupils are fully consulted at all stages. Pupils who continue not to make progress, or who exhibit undiagnosed needs or increased severity or complexity of need, will be formally assessed for an EHC plan and other specialist settings will possibly be considered.

#### **SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER**

- There is now a single category of support, **SEND SUPPORT**. The Sheffield Inclusion Centre uses pupil passports, positive handling plans, subject targets, My Plans, support plans and termly analyses to outline needs and measure progress towards removing barriers. These focus on what works, the clear outcomes to be achieved within an agreed time frame, and who is responsible for maintaining and updating the record/plan.
- Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan
- All staff are involved in maintaining records and plans are reviewed regularly.
- The level of provision is decided according to need and resourcing priorities.
- The process for engaging additional support/engaging specialist services is agreed through SLT based on evidence supplied by all staff.
- The Inclusion Centre uses FCAFs, CYT, Educational Psychologists, Speech and Language Therapists and other local referral systems to ensure personalised support and additional targeted resources.
- Parents/carers and pupils are involved and informed at all times and key events.

## **SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

- Parents may wish to consult the Local Offer at [www.sheffield.gov.uk](http://www.sheffield.gov.uk).
- Pupils may exit the SEND record on readmission to a mainstream or special school following a period of transition.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

- The Sheffield Inclusion Centre maintains its statutory requirement to provide a **SEND Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act*
- Links with other agencies to support the family and pupil are open to discussion with the SENDCo and referral at any time.
- All pupils are able to access appropriate exams and other assessments – the teacher with responsibility for this in Primary Inclusion is Claire Taylor, in Secondary Phase is Steve Sell.
- Please ask for information on managing medical conditions (*this a new requirement placed on schools from September 2014*)
- SIC reports on student progress and effort at least 3 x a year across all key stages.
- Parents and carers have access to the school website. This enables parents and carers to access up to date information regarding attendance and homework.
- 'Keep Kids Safe' text message services is used to report first day of absence. However, it is also used to communicate important messages for example reminders of school trips, events, reports directly to parents and carers.
- Some parents and carers use email communication directly with individual staff members. This includes subject teachers and pastoral staff.
- Vulnerable students with SEND have been allocated a 'Keyworker' to support regular communication with home. The keyworker will aim to communicate with families on a weekly basis via telephone or email.
- To improve communication with our families where English is not the first language we have in school we have staff who are Slovakian speakers who help to translate in meetings with parents and carers.
- Parents are involved in all stages of the EHC Plan process and are invited to attend the EHC Plan meeting.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- All pupils have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

- Arrangements are in place in school to support pupils at school with medical conditions through our outreach team and flexible offer of support.

### **SECTION 8: MONITORING AND EVALUATION OF SEND**

- Regular audits, sampling of parent views, pupil's views, staff views and a careful analysis of all data allows the school to offer flexible and personalised support and provision at all times.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.
- Regular reports to the Management Committee allow for scrutiny and accountability within the formal meeting schedule throughout the year.

### **SECTION 9: TRAINING AND RESOURCES**

- The training needs of staff identified and planned through our CPD sessions.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Semco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCos regularly attends the Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **SECTION 10: ROLES AND RESPONSIBILITIES**

- The Designated Teacher with specific Safeguarding responsibility is Trudi Eldridge, deputised by Ashfaq Khan.
- The member of staff responsible for managing PPG/LAC funding is Tuesday Rhodes.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Tuesday Rhodes.

The **governing body** has a responsibility to:

- Fully engage parents and / or young people with SEND during all decision making.
- Designate an appropriate member of staff (Semco) as having responsibility for co-ordinating provision for students with SEND.
- Appoint a designated teacher for 'looked after' children.
- Ensure Identification, assessment and make appropriate provision for all children and young people with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the SEND Policy and available facilities to support students with SEND including a review the accessibility plan every three years.
- Ensure that complaints/appeals procedures are made known to parents and students through a single point of access including SEND tribunal.

The **Head teacher** has a responsibility to:

- Ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- Ensure that teachers monitor and review the student's progress every half term.
- Ensure that the SENDCo has sufficient time and resources to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for students at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skillful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

The **SEND Coordinator (SENDCo)** must:

- Be a qualified teacher with an appropriate postgraduate qualification or working towards this.
- Collaborate with the governing body and head teacher as part of the leadership team, to determine the strategic development of SEND policy and provision. Ensuring that SIC meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy and ensure all records are up to date.
- Coordinate the specific provision made to support individual children with SEND.
- Liaise with the relevant designated teacher where a looked after student has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of children with SEND whenever necessary.
- Liaise with schools, Academies, Educational Psychologists, health and social care professionals, as well as other appropriate support agencies.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- To add specific information to children's individual learning plans which identifies additional learning needs.
- To ensure all children with SEND have a My Plan which is reviewed three times per year.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure that children with SEND are provided with equal opportunities to peers and are able to participate in all activities.
- Keep up to date with national and local initiatives and regulations.

**Class / subject teachers** must:

- Create an accessible and engaging learning environment.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the student themselves. This includes overseeing the My Plan documents for pupils in their care.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.

- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- Undertake INSET courses relating to SEND issues and other relevant CPD.
- Prepare lessons which are personalised to meet the learner's needs, using the support of a Teaching Assistant where needed.
- The form tutor is the first point of contact for the parent; the teacher will call parents on a daily basis.
- Participate in staff learning walks, formal lesson observations, and department lesson observations.
- New students complete a WRAT5 test to assess current learning level, this is used to personalise students learning to their level.
- Data is recorded every half term on a student passport, this is then sent out via the post for parents.
- Data is accessible on the school staff shared drive for all staff to access at any time.

#### **SECTION 11: STORING AND MANAGING INFORMATION**

- Documents are stored in line with a school and Local Authority policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy. This is monitored by Debra Blackburn.

#### **SECTION 12: REVIEWING THE POLICY**

- This policy will be reviewed annually.

## **SECTION 13: ACCESSIBILITY**

### **Statutory Responsibilities**

- The DDA, as amended by the SEN and Disability Act 2010, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- The Sheffield Inclusion Centre removes barriers to learning through its internal analyses and auditing the views of all stakeholders.
- The Sheffield Inclusion Centre increases and promotes access for disabled pupils to the school curriculum through quality teaching and learning and the wider curriculum of the school such as participation in clubs, leisure and cultural activities or school visits.
- The Sheffield Inclusion Centre contains a range of physical aids to access education, such as a lift.
- The Sheffield Inclusion Centre adapts timetables, textbooks and information about school events in order to include all pupils and families.

## **SECTION 14: DEALING WITH COMPLAINTS**

- The Sheffield Inclusion Centre has a complaints policy and procedure which is available on request. We are keen to take part in all forms of resolution and partnership.

## **SECTION 15: BULLYING**

- The Sheffield Inclusion Centre has an Anti-Bullying policy and steps are taken to ensure and mitigate the risk of bullying of vulnerable learners at your school.
- The Sheffield Inclusion Centre is proud to promote the safeguarding needs of all pupils, develop independence and personal and moral responsibility and build resilience in their learning.

## **SECTION 16: ACCESS ARRANGEMENTS FOR EXAMINATIONS.**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.

Access Arrangements allow candidates/learners with Special Educational Needs, Disabilities or temporary injuries to access the assessment without changing the demands of the assessment. (Must be the student's normal way of working) For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

## **Reasonable Adjustments**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

### **Access arrangements that must be applied for on-line include:**

- Bilingual dictionary with extra time of up to 25% (solely for the use of the dictionary)
- GCSE qualifications only)
- Computer reader
- Examination on coloured/enlarged paper
- 25% extra time
- Extra time over 25%
- Modified papers (see Chapter 6, pages 74-80)
- Practical Assistant in practical assessments
- Practical Assistant in written papers
- Reader
- Scribe/speech recognition technology

### **Process for access arrangements at The Sheffield Inclusion Centre**

1. All students have a CAT, CEM test as a baseline assessment.
2. Based on the assessment results students are then provided with reasonable adjustments in lessons as part of their normal way of working.
3. If the support is effective and continued to be required throughout the examination's students are then put forward for access arrangements. (must be the student's normal way of working)
4. The SENDCo then completes the Form 8 and begins assessments with students.
5. Using JCQ access arrangements are applied for- Window closes 31<sup>st</sup> March 2022.
6. When an access arrangement has been processed online and approved the evidence of need is available for inspection by the JCQ Centre inspection service (available in hard copy format)
7. A signed data protection notice confirming the candidates consent to the process of the access arrangements is also kept on file.
8. Students which JCQ have approved for the relevant access arrangement are then given a reader (TA/Support staff) extra time or other access arrangement.

**Primary aged pupils will be assessed against the National Access Arrangements to judge whether they fulfil the requirements for adaptations or additional time in their end of KS2 SAT tests.**

## **SECTION 17: COMPLAINTS**

As parents are involved throughout the implantation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss with this the form tutor. The form tutor investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with the SENDCo/Headteacher will be made.
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time the parent may seek help from the Parent Partnership Service (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal Service. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs Toolkit.

Contact details for SENDIAS – Sheffield SEN & Disability Information Advice and Support Service:

Darnall Education Centre  
Star Works  
212 Darnell Road  
Sheffield  
S9 5AF

Telephone: 0114 2619191

E mail: [ed-parent.partnership@sheffield.gov.uk](mailto:ed-parent.partnership@sheffield.gov.uk)

**Further details can be supplied on request, including access to other policy documents mentioned above.**

[Safeena.bahar@inclusion.sheffield.sch.uk](mailto:Safeena.bahar@inclusion.sheffield.sch.uk)

**0114 2531988**

SEND Governor: Rhona Dodd

Chair of Management Committee: Alan Richards

**September 2021**