

SEAHAM HIGH SCHOOL



SEND Policy

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Special Educational Needs and Disabilities (SEND) Policy

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives
- Accessibility Plan
- Assessment for Learning
- Anti-Bullying Policy
- Supporting Students with Medical Needs

1. Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purpose of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice 0 – 25 implemented in September 2014 and updated 2015.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (Code of Practice D.F.E. 2015).

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or maintenance post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition of a (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those

with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Special educational provision that meets the needs of children and young people with SEND includes:

“Quality First Teaching” that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

A child must not be regarded as having a learning difficulty solely because the ‘language or medium of communication of the home is different from the language in which he or she is or will be taught.’ (Education Act 1996, Section 312(1), (2) and (3)).

However, children for whom English is an additional language will be provided with appropriate support.

2. Equality and Inclusion

All educational settings have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Settings also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Educational settings support students with a wide range of SEND. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Settings should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

All students should have access to a broad and balanced curriculum. Teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and/or disabilities will be able to study the full national curriculum.

3. **Medical Conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions.

Governing bodies must ensure that the necessary arrangements are in place to support students with medical conditions and they should ensure that school leaders consult with health and social care professionals, students, and parents/carers to ensure the needs of children and young people with medical conditions are effectively supported.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of these students. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way with the healthcare plan.

Schools are required to have regard to statutory guidance 'Supporting students at school with medical conditions'. School nurses are able to signpost to specialist help, relating to diabetes, asthma, epilepsy, anaphylaxis and tracheostomy care etc. The Local Authority also offer guidance and training on supporting disabled students with a medical condition, such as administering medications in school.

4. **Local Offer**

Schools must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents/carers, and disabled young people and those with SEND, and service providers in its development and review.

5. **Rationale**

Seaham High School is an **inclusive school**, catering for a wide range of SEND, including students with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory or physical needs

Our school welcomes all students and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success.

We believe that all teachers are teachers of young people with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with students and their parents/carers, we strive to ensure that the following aims are met.

We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents/carers to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process.

We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents/carers of students with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

6. Aims

- To follow the guidelines set out in the SEND Code of Practice
- To ensure all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and disabilities
- To identify children with SEND as early as possible and plan a program of support and intervention to address their needs
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans
- To provide good quality and regular training for staff in relevant areas of SEND
- To evaluate the impact of staff training and provision/intervention programs
- To develop good relationships with parents/carers to ensure students with SEND are supported well both at home and at school
- To ensure that all staff working with SEND children are clear about their roles
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs
- To work effectively with a range of other external agencies
- To make good links with other mainstream primary schools, secondary schools and
- Provision for students with special educational needs is a matter for the schools as a whole

7. Roles and Responsibilities

Governing Body

The Governor with specific responsibility for SEND has a key role in supporting the SENCO and the senior leadership team in promoting inclusive practices in school and will:

- Have regard to the SEND Code of Practice and provide strategic support to the Headteacher.
- Ensure that there is a qualified teacher designated as SENCO.

The Headteacher

The Headteacher plays a pivotal role in driving cultural change and has the following responsibilities:

- Take overall responsibility for implementing the SEND provision.
- Ensure that the SENCO has adequate time and resources (including administrative support and time away from teaching) to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school
- Ensure that the SENCO is able to influence strategic decisions about SEND
- Ensure the wider school community understands their role and responsibilities in SEND provision, for whole school improvement (from governors to classroom teachers and teaching assistants).
- Ensure arrangements are in place for parents and carers to be regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensure a process is in place for involving parents/carers and young people in reviewing provision and planning for those currently with an EHC Plan, a SEN support plan and any newly identified students with SEND.

8. National Award for SEN Coordination

All SENCOs appointed from 1st September 2009 and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, are required to hold the National Award for Special Educational Needs Coordination (NASENCO) within three years of appointment.

Miss B Brown is the SENCO

The SENCO's role involves:

- Overseeing the day-to-day operation of the school's SEND policy and ethos in school
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents/carers of students with SEND alongside teachers.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with partner primaries and potential next providers of education to ensure a student and their carers/carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date.

9. **Subject Leaders and Curriculum Areas**

Subject Leaders and Heads of Curriculum Area have a responsibility to ensure that their curriculum and delivery of the curriculum meets the needs of all SEND students, and to ensure the consistency of this through their Quality Assurance systems.

10. **Classroom Teachers**

Subject teachers are **at the heart** of the SEND Support system; driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff. The classroom teacher should:

- Focus on outcomes for the students – be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs – use the SENCO strategically to support the quality of teaching and evaluate the quality of support.
- Have high aspirations for every student – set clear progress targets for students and be clear about how the resources are going to help achieve this.
- Involve students in planning and reviewing progress – seek their views and provide regular updates on progress towards outcomes.
- Remain responsible for working with the young person within their subject area. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher, they should still retain responsibility for the student. They should work closely with Teaching Assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

11. Support Staff

Class teachers work with specific support staff to plan effective provision for students with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

Support staff (ETAs/TAs) are an important part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENCO to deliver student outcomes and narrow gaps in performance. It is for individual schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents/carers in the context of high-quality teaching overall.

Support staff can be part of a package of support for the individual child but **should never** be a substitute for the teacher's involvement with that child, and as such the teacher remains responsible for the progress of every student.

Support staff should:

- Have the skills and understanding to work with students with a wide range of special educational needs and/or disabilities.
- Be given the time to liaise with classroom/subject teachers to plan effectively together.
- Be given the opportunity to contribute to review meetings about the students in their care.

12. Identification of SEND

Through their discussions, observations, assessments and data analysis the SENCO, class teachers, key workers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEND, they will be placed on the SEN register as SEND Support.

Our Educational Access Arrangements tester, Mrs Whitehead is able to carry out assessments to see whether students are eligible for extra support or exam access arrangements. Where relevant we may arrange for assessments to take place to support the learning of students within the school.

13. SEND Support

If a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEND support are that, despite receiving quality first teaching the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class or group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENCO, in partnership with parents/carers and the child, may refer to outside agencies such as Specialist Support Teams or Educational Psychology for additional support. The support may come in the form of additional ideas and suggested interventions to help overcome any barriers to learning.

14. Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents/carers should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes.
- The students' health including the child's medical history where relevant.
- Early Learning Goals and levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support.
- Educational Psychologist, **Amanda Morais**.
- Views of the parents/carers of the child.
- Involvement of other professionals such as health, social services or Families First.

Parents/Carers or school are the only partner who can request an Education, Health and Care Assessment.

15. Education, Health and Care Plan (EHCP)

An EHCP includes the following and will be reviewed annually:

- The student's name, address and date of birth
- Details of all of the student's special needs, including health needs
- Identification of the special educational provision necessary to meet the student's Special Educational Needs
- Short term targets for the child to work towards

- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.
- Reports and views of any other specialist involvement.
- All children with EHCP will have short term targets set for them that have been established after consultation with parents/carers and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

16. Recording SEND

Records are kept on all children with SEND, detailing steps taken to support them. Record files are kept by the SENCO and support plans are shared with staff and parents/carers through the VLE.

Transfer of Information will be the responsibility of the SENCO using the transition proformas.

16. Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At Seaham High School we hold annual reviews for children with an EHCP and termly reviews for those on SEND support. Parents/carers and other agencies, where appropriate, are invited to these.

17. Staff Training

The training needs of all staff are reviewed annually and incorporated into the development plan by the SENCO. This ensures staff expertise is developed and strategies are used to ensure progression is made by all SEND students. This is done by:

- Whole school training.
- Specific training for LSAs based on student need.
- Continuous Professional Development (CPD) and the appraisal process.
- Observing good practice and visiting other schools.
- Accessing specific training from other providers
- Local Authority training and COLs.
- Particular support will be given to Early Career Teachers (ECTs) and other new members of staff.

18. Policy Evaluation

The implementation of this policy will be monitored by the Headteacher and SENCO.

When reviewing the success of this policy we will take into account:

- Progress of SEND children compared to non-SEND
- Standards reached by students with SEND
- The percentage of parents/carers attending review meetings, including Annual Reviews
- The number of complaints received regarding SEND provision.

Through our programme of Quality Assurance, we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team.
- The extent to which students are following an appropriately differentiated curriculum.
- The use of varied resources which enable students with SEND to make progress towards their targets.
- The ethos of the classroom and the extent to which students with SEND are well-cared for and supported.

19. **Admission and Inclusion**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND, those with Education Health and Care Plans and those without.

All SEND paperwork and relevant information will be gathered by the SENCO from our feeder Primary schools and any agencies working with the student. Where the student is making a transition from another secondary school, a meeting will be set up between the two schools in order to ensure the smooth transition of the student.

Seaham High School aims to ensure that the necessary provision is made for students with SEND prior to them starting at the school.

20. **Access to the Curriculum**

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the needs of the individual.

The systems in the school provide, in the main, for students with SEND to be educated alongside their peers in a mainstream classroom through Quality First Teaching. However, the systems also allow for other flexible arrangements to be made for withdrawal of students for individual or small group work. The school curriculum is regularly reviewed by the Senior Leadership Team and Subject Leaders to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential:

a) The National Curriculum will be made available for all students. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

b) The school will make provision for students with special educational needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the students' special educational needs, the action taken and the outcomes.

c) There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class contexts.

d) The curriculum will be differentiated to meet the needs of individual students. Teaching styles and flexible groups will reflect this approach.

e) Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

f) Students with special educational needs will often be given additional support in lessons from other adults including ETAs and HLTAs

g) Additional support in the form of small group work, delivered by ETAs will be given to target groups of students who have literacy and numeracy, social, emotional and communication needs.

h) Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

22. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the provision in place for their child(ren), an appointment can be made by them to speak to the Headteacher/SENCO.

23. Links to Support Services

Seaham High School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated persons responsible for liaising with the following:

- The Education Psychology Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Specialist Outreach Services
- School Health

Representatives from agencies and voluntary organisations are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with parents/carers and appropriate agencies.

24. Working in Partnership with Parents/Carers

Seaham High School believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of students with SEND
- Personal and academic targets are set and met effectively.

The school welcomes feedback from parents/carers all year round and parents/carers can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents/carers are kept up to date with their student's progress through interim reports, parent consultation evenings, and individual contact as necessary and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. If necessary, the SENCO can also signpost parents of students with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their student.

25. The School SEND Information Report

More information for parents/carers on Seaham High School's provision for students with SEND can also be found on the website

26. Finance

A proportion of the school budget is designated for the support of students with SEND. The funding allocation allows the school to provide additional support for students with the greatest need and ensure that any additional resources required to support student learning and progress are made available.