



*Learning & Achieving Together*

**The Coleshill School – An 11-19 Business & Enterprise Academy**

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# SEND POLICY

Policy written	April 2015
Policy adopted by the Governing Body	May 2015
Scheduled date for policy review	May 2016

## **Reference Documents**

1. Single Equality Act 2010
2. The Children and Families Act 2014
3. The SEN and Disability Code of Practice: 0-25 years 2014



## **SEND POLICY (April 2015)**

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The Coleshill School is committed to meeting the needs of all students in line with the Single Equality Act 2010, The Children and Families Act 2014 and The SEN and Disability Code of Practice: 0-25 years 2014.

For details of the provision offered by The Coleshill School please see the School Offer on the school website.

Provision for students with special educational needs is a responsibility for the school as a whole. In addition to the Governing Body, the Associate Headteacher, the Assistant Headteacher for SEND and the SENDco, all other members of staff, both teaching and support staff, have responsibility for meeting the needs of students with SEND in line with The Special Education Needs and Disability COP 0-25 years 2014.

All staff are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility and adopts the quality first teaching approach in line with the COP Graduated Response.

High quality teaching which is differentiated and personalised is available to all students enabling progress and achievement. The majority of students will learn and progress within the continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests. Students whose overall attainments across a range of subjects fall significantly below expected progress may have special educational needs.

### **1. Identification**

Students entering the school from September with SEND in Year 7 will meet with our Inclusion Team. Parents/carers will be invited to meet our Inclusion Team during the summer induction programme to discuss existing needs and then plan for how the school will address these. During the summer term information is collected from the junior schools so that informed provision can be put in place for SEND Students.

All students are base line tested at the start of the autumn term.

Students not identified before the induction will be deemed to have a learning difficulty if they:

- \* Have a significantly greater difficulty in learning than children of the same age.
- \* Have a disability that prevents or hinders them from making use of educational facilities/opportunities of the kind generally provided for children of the same age in school, within the local authority area.

The four SEND areas of need are:

- \* Communication and interaction.
- \* Cognition and learning
- \* Social, mental and emotional health
- \* Sensory and or physical need.

## 2. Provision – The Graduated Approach

	Staff responsible	Actions
1	Classroom teacher	The progress of students is closely monitored by a cycle of assess, plan, do, review.
2	Head of Department/Subject Leader	Data analysis will highlight concerns over progress and strategies will be agreed to improve rate of progress and the cycle of assess, plan, do, review.
3	Inclusion Team	Psychometric testing may be used to diagnose underlying SEND and may lead to students being placed on the school's SEND register with more intensive interventions and then given an SEND Passport.

The classroom teacher is responsible for the implementation of the four actions linked to a graduated response.

Teachers are responsible for interventions relating to students they have identified as potentially having an additional need. The SEND passport or IEP will be included in their teaching files to inform their planning.

**Assess:** Done through ordinary assessment cycles. If there appears to be a significant gap between a student and their peers that is widening, then classroom intervention should be put into place; this will come via the classroom teacher.

**Plan:** The plan should involve specific differentiation. The parent should be involved at this point

**Do:** The plan is put into action over a specified period of time: usually one half term.

**Review:** The plan is reviewed with the parent and student.

If the planned differentiation/ intervention has not had an impact then the SENDco should be contacted.

The SENDco will then contact parents/carers to arrange more intensive intervention and support.

### **3. Home School Communication - SEND.**

Where a student is receiving additional SEN support which requires an SEND passport the parents/carers will meet with the Inclusion Team. The Coleshill School is committed to the belief that regular home school contact is essential for student progress. All SEND students will have three review meetings yearly. All SEND students who have an EHCP will have an annual review of the provision.

All students who are at present on SEND Statements will review their provision and many will convert to Education Health and Care Plans by 2018.

**Reviewed - February 2016.**

#### Glossary

**CoP – Code of Practice**

**SEN – Special Educational Needs**

**SEND - Special Educational Needs & Disability**

**EHCP – Education & Health Care Plan**