**Smannell Field School**

Special educational needs and disabilities (SEND) can affect a child or young person’s ability to learn, behave or socialise. https://www.gov.uk>children-with-speical-educational-needs.

**SEND Policy and SEN Information**

This policy is written in line with the requirements of:-

* Children and Families Act 2014
* SEN Code of Practice 2015 SI 2014 1530 Special Educational Needs and Disability Regulations 2014. Part 3 Duties on Schools – Special Educational Needs Co-ordinators, Schedule 1 regulation 51– Information to be included in the SEN information report. Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
* Equality Act 2010
* Schools Admissions Code, DfE 1 Feb 2012 SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies; Whole School Positive Behaviour Policy, Single Equalities Statement (Information and Objectives), Safeguarding, Child Protection and Complaints Policy.

**Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age; or
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

**Definition of Disability**

Many children and young people who have SEN may also 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’ *SEN Code of Practice (2015, p16)*

1. **The kinds of special educational need for which provision is made at the school**

At Smannell Field School we endeavour to make provision for every kind of frequently occurring special educational need. For example dyslexia, dyspraxia, speech and language needs, autism, Asperger’s syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that we can endeavour to meet these needs.

The admission arrangements do not discriminate against or disadvantage children with disabilities or those with special educational needs.

1. **Information about the policy for identification and assessment of pupils with SEN**

At Smannell Field School we monitor the progress of all pupils throughout the year to ascertain their academic progress. We also use a range of assessments with all the pupils at various points.

Where progress is not sufficiently evident parents/carers are engaged and strategies agreed to rectify the issue. Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils and, in consultation with parents/carers, we will use a range assessment tools in an attempt to identify any blocks to learning. At Smannell Field School we are experienced in using a range of assessment tools and we have access to external advisors who are qualified and experienced in the use and analysis of additional assessment techniques.

The purpose of this more detailed assessment is to understand what additional resources and different approaches could be employed to enable the pupil to make better progress.

These will be shared with parents/carers and additional support planned to be reviewed regularly, and refined/revised as necessary.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

1. **Information about the school’s approach to making provision for pupils with special educational needs whether or not they have EHC Plans**

The school evaluates the effectiveness of its provision for each pupil regardless of SEN status. Each review of the personalised support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between rate of progress
* Widens the attainment gap

There is frequent review of the provision made for each child, which will enable an evaluation of the effectiveness of additional or personalised provision.

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessment. If these assessments do not show adequate progress is being made the support plan may be reviewed or adjusted.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Smannell Field School 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 SEN most frequently encountered *SEN Code of Practice (2015, 6.37).*

At Smannell Field School the quality of teaching is judged to be good (OFSTED, December 2018).

As part of our requirement to maintain the appropriateness of our curriculum and learning environment the Governors regularly review provision and monitor the impact of change/improvement.

1. **How the school enabled pupils with special educational need to engage in activity of the school (including physical activities) alongside pupils who do not have additional needs.**

All clubs, trips and activities offered to pupils at Smannell Field School are available to all pupils. Where it is necessary the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

1. **Support that is available for improving the emotional and social development of all pupils including those with additional needs.**

At Smannell Field School we understand that an important feature of our provision is to enable all pupils to develop empathy, emotional resilience and social skills. This is inherent within and throughout every aspect of the school’s delivery of the curriculum. Additionally every pupil has a personal tutor to support them with academic and behavioural progress *and* the school has a full-time Wellbeing Team that focusses on Family Support, Physical Fitness, Food and Nutrition and Work Related Learning.

Some pupils (with or without additional need) benefit from accessing counselling, mentoring and external referral to Child and Adolescent Mental Health Services.

For some pupils with the most need for help in this area we also can provide the following

**4. The name and contact details of the SEN Co-ordinator**

The SENCO at Smannell Field School is Mrs M Middleton, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

1. **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at this school are invited to discuss the progress of their children on six occasions a year and receive a written report either 2 or 3 of times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

1. **The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)**

Information Advice and Support for Hampshire parents is free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

This service can be contact via

https://www.hants.gov.uk>childrenandfamilies>specialneeds>contacts

Alternatively the service can be contacted on 01329 316165.

1. **The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Smannell Field School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible.

We also contribute information to a pupils’ onward destination by providing information to the next setting.

1. **Additional Support**

Free guidance for parents/carers of SEN pupil can be sought from Support4Send; they can be contact via.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send/leafletsandguidance>

Approved by the Governing Body on September 2021

Next review on September 2023