



Charles Darwin School Special Educational Needs and Disability (SEND) Policy

Persons Responsible:

Governors: Full Governing Body

SLT: Mrs R Kearney

SENDCO: Mrs L Thom

Revised September 2024

Section 1

1. Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England framework document (December 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards July 2011 updated December 2021

This policy has been created by the school's SENDCO with the Link Governor for Vulnerable Groups, in liaison with the SLT, all staff and parents of pupils with SEND. Partnership and engagement with parents play a fundamental role in enabling students with SEND to achieve their potential. The school recognises and values that parents hold key information and have unique knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents of students with SEND are treated as partners and supported to play an active and valued role in their children's education. The school also recognises that students with SEND often have their own unique knowledge of their needs and what would assist them, and the school encourages students to participate where appropriate in decision making processes.

Learning Development (LD) staff are available to parents to drop in without an appointment on a Tuesday morning from 8:15am to 8:40am. Follow up appointments from this can be arranged if desired.

Commented [TF1]: Note from L. Thom : Do we need this?

Vulnerable Groups Link Governor:	Mrs. K Dwyer-Burchill	enquiries@cdarwin.com
SENDCO:	Mrs L Thom 01959 574043	lth@cdarwin.com
SEND SLT Member:	Mrs. Rebecca Kearney 01959 574043	rke@cdarwin.com

2. Inclusion Statement

- 2.1. Pupils with SEND are accepted at Charles Darwin School on equal terms with any other child, provided that they meet the admissions criteria (see Admission Policy), and that their needs can be met.
- 2.2. As part of the whole school ethos, the Learning Development Faculty is committed to promoting:
 - equal access to a balanced and appropriate curriculum for pupils with SEND;
 - a caring and supportive environment where all pupils are encouraged to reach their full potential;
 - the value of the individual within the school community.
- 2.3. The main functions of the Learning Development Faculty are:
 - to identify at an early stage those pupils with SEND
 - to assist and advise faculties in the teaching of those pupils through a whole school approach in their responsibilities towards SEND as all teachers are teachers of students with SEND
 - to assist the progress of those pupils with SEND throughout their secondary education and to liaise with parents, outside agencies and the LA where necessary;
 - to identify at an early stage those pupils with low literacy and numeracy skills, and provide strategies or provision for development;
 - to monitor EAL pupils in liaison with a named member of staff to consider if SEND is present alongside EAL.

3. Definition of SEND

- 3.1. Children have special educational needs if they have a difficulty which calls for an educational provision to be made for them which is additional to or otherwise different from that ordinarily provided.
- 3.2. Children have a learning difficulty if they:
 - have a significantly greater difficulty in learning than the majority of children of the same age or
 - have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
 - are of compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.
- 3.3. Children 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.
- 3.4. Special educational provision means:
for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools maintained by the LA, other than special schools, in the area.
- 3.5. The SEND policy was developed initially by the SLT SEN Member, the SENDCO and the LINK Governor for Vulnerable Groups. This was followed by a consultation process with

parents and students when comments on the initial draft were invited and a final consultative meeting with a Parent Forum of families with students with SEND.

- 3.6. In addition to the school's SEND Policy a number of other policies are available which may have specific relevance for students with SEND. These are available in school or on the school website and include: Anti-bullying Policy, Supporting pupils with medical conditions Policy, Safeguarding Policy and Accessibility Plan.

Section 2

4. Aims

- 4.1. That all pupils have access to a broad and balanced curriculum.
- 4.2. That every pupil makes the progress necessary to reach his/her potential.
- 4.3. To ensure a whole school response to the Code of Practice for SEND.
- 4.4. To make available appropriate resources for pupils with SEND.
- 4.5. To foster positive working relationships with parents/guardians in meeting the needs of their children.
- 4.6. To ensure that relevant staff are aware of their responsibilities to cater for pupils of all abilities (as documented in the Code of Practice).
- 4.7. To promote the skills and support necessary to enable mainstream staff to cater for pupils of all abilities.
- 4.8. To ensure that there is a system of identifying, monitoring and assessing pupil progress, which is appropriate to pupils with SEND, and that all staff are aware of the procedures.
- 4.9. To ensure a high quality of support staff.

5. Objectives

- 5.1. The school will have a SENDCO in post whose responsibility is:
- to monitor and assess pupils on a regular basis and to involve parents/carers;
 - to involve and inform mainstream staff in all SEND procedures under the Code of Practice
 - to work with other teachers as a way of sharing expertise and knowledge and to develop materials and approaches that aim to give all pupils full access to the curriculum
 - to plan the use of internal and external staff resources in the most effective way to give the most comprehensive support possible
 - to monitor progress of individual pupils against starting points
 - to oversee that every pupil has full and appropriate access to the curriculum
 - to implement programmes of CPD?necessary to meet the needs of both mainstream and specialist staff in following the Code of Practice
 - to initiate action or collate relevant information about pupils with SEND
 - to ensure that pupils with SEND are fully integrated in the wider activities of the school, so far as is reasonably practicable, making reasonable adjustments.
- 5.2. The school will have a SENDCO to:
- oversee provision for pupils with SEND via small group tuition in basic skills where appropriate

- advise on the development of differentiated materials for subject areas in order to facilitate access to the curriculum
- oversee the development of standards of literacy and numeracy by extraction of pupils or in-class support
- develop reading programmes and peer support in liaison with the SLT responsible for Literacy.

SECTION 3:

6. Identifying Special Educational Needs

- 6.1. We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.
- 6.2. The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:
 - Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
 - Attendance
 - Health and welfare
 - English as an additional language
 - Being in receipt of Pupil Premium grant
 - Being a looked after child
 - Being a child of Service personnel
- 6.3. There is a rigorous system of progress monitoring across the school which takes place at three data capture points in the year (four data capture points in Year 11). This identifies pupils who are not making expected progress.
- 6.4. Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. The school's Pastoral Team will be the first point of contact in these circumstances using their own range of strategies, referring to LD or external agencies when appropriate (e.g. if any unrecognised underlying educational causes are suspected). Pastoral strategies employed might include providing a mentor; a report system to focus on specific targets; accessing counselling groups or individual counselling or family advice.

7. Promoting social, emotional and mental well-being:

- 7.1. Children need to feel valued, confident and secure to make maximum progress in their learning. The school is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:
 - Tutor programme
 - Assembly programmes

- Extra-curricular opportunities
- SMSC addressed through curriculum in all areas
- Graduated response mentoring programmes
- Counsellor
- Break and lunch-time 'safe-haven' provision

Section 4:

8. A Graduated Response to SEND Support

- 8.1. Subject teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 8.2. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.
- 8.3. Rates of progress against baseline thresholds for KS3 and target grades for KS4 (set using FFT data) are reviewed for all pupils at three data capture points, or four for Year 11, throughout the academic year (CAPP1 to 4).
- 8.4. For pupils making less than expected progress a range of graduated responses and strategies will be employed e.g. discussion with subject staff on QFT strategies; lesson observation and advice from LD; in-lesson support or short-programme withdrawal; additional assessment in-house; involvement of external agencies for advice, assessment or intervention.
- 8.5. In addition the needs of SEND and vulnerable pupils in any class is highlighted as an integral part of the school's Teaching and Learning policy and observation protocols.
- 8.6. All teachers have access to a wide range of SEND support information on the staff shared area and access as required to advice or support from the SENDCO.
- 8.7. Before special educational provision is made, the SENDCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2015 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENDCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.
- 8.8. **Assess:** if the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENDCO, may take place.
- 8.9. **Plan:** interventions based on the outcome of assessment are planned.
- 8.10. **Do:** delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.
- 8.11. **Review:** the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

- 8.12. If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, in formal consultation with parents.

9. Managing Pupils on the SEND Register

- 9.1. Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SENDCO, in consultation with the subject teachers, pupil and parents will outline the specific provisions or strategies that will be used via the provision map.
- 9.2. For these pupils the school will follow the Assess- Plan- Do- Review process:
- 9.3. **Assess:** increasingly detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency in exceptional cases
- 9.4. **Plan:** advice and recommendations incorporated into individual provision map, drawn up by SENDCO in consultation with subject teachers and parents
- 9.5. **Do:** interventions put in place, following recommendations. These will usually be time bound
- 9.6. **Review:** effectiveness for increasing progress monitored and intervention adapted to meet individual need or further advice sought as necessary
- 9.7. All interventions are planned and monitored by the SENDCO in consultation with other relevant staff and delivered by staff who have had appropriate training. Records of interventions are kept through the school provision maps and in delivering faculties. The effectiveness of interventions is regularly monitored as specified in the initial planning. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.
- 9.8. SEND provision planning is seen as a whole school responsibility shared between teachers / faculties / pastoral teams / SENDCO / SLT / governors.
- 9.9. While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.
- 9.10. Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan (EHC Plan) will be considered by the Local Authority.

SECTION 5:

10. Criteria for exiting the SEND register

- 10.1. A twice yearly audit of the SEND register by the senior LD team is undertaken to determine which, if any, students no longer meet the criteria of the definition of SEND. A range of data from all sources will be used in this process.

SECTION 6:

11. Supporting pupils and families

- 11.1. Charles Darwin School's SEND Information Report and the Supporting Pupils with Medical Conditions Policy can be accessed via the school website – see Section 16.
- 11.2. The needs of some pupils cannot always be met adequately from the resources available within the school and support or advice may be sought from outside agencies that can provide specialist services. These include:
 - **Educational Psychologist Service**
Educational Psychologists provide opportunities for assessment of pupils who continue to cause concern because of learning difficulties, emotional and behavioural problems, or a combination of the two. The Educational Psychologist also provides a source of advice to teachers.
 - **Sensory Support Service (SSS)**
Pupils with visual or auditory impairment are supported and monitored by the Sensory Support Service. Personal tuition may also be provided and specialist equipment can be borrowed from the service.
 - **Speech and Language Therapist**
Parents or the school may make a referral. The service is based at the Phoenix Centre in Bromley.
 - **Occupational Therapy**
Occupational Therapy may be included on an EHC Plan and the therapist will be involved in advising and supporting the school.
 - **Physiotherapy**
Physiotherapy may be included on an EHC Plan and the therapist will be involved in advising and supporting the school.
 - **Educational Welfare Officer**
The EWO may be involved with pupils on the SEND Register who have attendance or truancy problems.
 - **General Practitioners and Hospital Consultants**
These may be asked for information for annual reviews, or to keep the school informed about issues which may affect the pupil whilst in school.
 - **Child and Adolescent Mental Health Services – CAMHS**
The school may refer a pupil to this service for counselling in relation to personal matters or in relation to the pupil's general behaviour.

- **Social Care**

Social Care is sometimes involved with pupils on the SEND Register. They may be invited to attend the annual review where appropriate.

- 11.3. Admission to Charles Darwin School is as set out in our Admissions Policy available on the school website or upon application to the school. The Admissions Secretary is available on 01959 574043 ext 263.
- 11.4. Exam Access Arrangements are overseen by our Exams Officer. Parents are informed by letter if access arrangements are appropriate and pupils' needs meet the stringent requirements as set out by JCQ.
- 11.5. Accessibility to the school site, curriculum and communication aspects area as set out in the school's Accessibility Plan. This is available on the school website.
- 11.6. Transition arrangements are overseen by Achievement Coordinators for each year group.

SECTION 7:

12. Supporting pupils at school with medical conditions

- 12.1. The school recognises that pupils at school with medical conditions should be properly supported so that they can 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.
- 12.2. Some pupils may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2015) is followed.

SECTION 8:

13. Monitoring and evaluation of send provision

- 13.1. Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.
- 13.2. There are at least twice yearly meetings with the senior SEND team and the SEND Governor to discuss SEND provision.
- 13.3. The school undergoes an active process of continual review and improvement of provision for all pupils.

SECTION 9:

14. TRAINING AND RESOURCES

- 14.1. SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for additional resources to be used for the support of any individual pupil up to the nationally prescribed threshold. Additional funding is available for in-borough pupils from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

- 14.2. The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.
- 14.3. All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.
- 14.4. The SENDCO regularly attends the LA SENDCO Forums in order to keep up to date with local and national updates in SEND. SENDCO

SENDCO SECTION 10:

15. Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. Some responsibilities are more defined in accordance with the Code of Practice.

- 15.1. **Headteacher**
The Headteacher has responsibility for the day-to-day management of all aspects of the school's work. He keeps the Governing Body fully informed. At the same time, the Head teacher works closely with the member of SLT responsible for Learning Development.
- 15.2. **SLT Member**
The SLT Member oversees the roles of the SENDCO and the Learning Development Team.
- 15.3. **SENDCO** SENDCO has responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with SEND ensuring that information runs smoothly between Learning Development and the rest of the faculties in the school. The SENDCO, in liaison with the SLT Member, line-manages the Assistant SENDCO and SEND Admin. A senior LSA line manages the LSAs.
- 15.4. **Assistant SENDCO** has responsibility for supporting pupils with SEND and assessing students for examination Access Arrangements.
- 15.5. **Lead LSA** has responsibility for the day-to-day management of LSAs and providing support and interventions for SEND pupils
- 15.6. **SEND Administrator** is responsible for the administrative organisation and is the initial point of contact for the Learning Development department
- 15.7. **Teachers and non-teaching staff**
Teachers and non-teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- 15.8. **Governors**
The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The Link Governor for Vulnerable Groups is Mrs Dwyer-Burchill.
- 15.9. Mrs Louise Rees is the designated teacher with specific Safeguarding Responsibility.

- 15.10. Mrs Louise Rees is the member of staff with responsibility for LAC funding.
- 15.11. Mrs Louise Rees and Mr Jon Simpson are the members of staff with responsibility for Pupil Premium.
- 15.12. The Lead First Aider is the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

SECTION 11:

16. Storing and managing information

- 16.1. Documents are stored in line with school practice and with due regard for confidentiality.

SECTION 12:

17. Reviewing the policy

- 17.1. The SEND Policy will be evaluated and updated annually by the Governing Body, the Headteacher and the SENDCO.

SECTION 13:

18. Accessibility

- 18.1. Statutory Responsibilities: The DDA as amended by the SEN and Disability Act 2001, and superseded by the Equality Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- 18.2. Charles Darwin School's Accessibility Plan is available on the school website.

SECTION 14:

19. Dealing with complaints/Complaints Procedure

- 19.1. The procedure for a complaint about SEND provision is as follows.
 - Step One
Initial contact: SENDCO
Response within 15 working days
 - Step Two
Assistant Head (LD Responsibility)
Response within 15 working days
 - Step Three
Headteacher
Written response within 15 working days
 - Step Four
Chair of Governors
Written response within 15 working days

SECTION 15

20. Bullying

- 20.1. The school's Anti Bullying Policy is available on the school's website via <http://www.cdarwin.com/page/?title=Policies&pid=47>

SECTION 16:

21. Appendices

- 21.1. Further information, including school policies and the School's SEND Information Report, the Supporting Pupils with Medical Conditions Policy, the Safeguarding Policy and Accessibility Plan can be found at: <http://www.cdarwin.com>