

At Sweyne Park School, we believe all our teachers are teachers of children and young people with special educational needs (SEND). They are accountable for all pupils/students' progress and attainment including those who have SEND.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The Sweyne Park School is an 11-18 comprehensive academy school, committed to providing a high-quality education for and of

The Equality Act 2010 (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
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The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across

The LGB is responsible for making sure the following duties are carried out, although the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.

Do all it can to ensure that every pupil with SEND gets the support they need.

Make sure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.

Inform parents when the school is making special educational provision for their child.

Provide access to a broad and balanced curriculum.

Have a clear approach to identifying and responding to SEND.

Provide an annual report for all parents on their child

21 November

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. The pupil's views will be taken into account in making decisions that affect them, wherever possible.

The school publishes an SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually, and as soon as possible after any changes to the information it contains.

We will assess each pupil's current skills and level of attainment when they start at the school. The Middle Years Information System (MIDYIS) tests, and the New Group Reading Test and Graded Word Spelling Test¹ are used for this purpose. This will build on information received from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of pupils in their class. This may include progress in areas of attainment, for example wider development or social needs. When teachers identify an area where a

The school will put the pupil and their parents at the heart of all decisions made about special educational provision. Parents/carers of pupils with SEND or who feel that they may have are

recorded in a One Plan and be made available to staff on our Provision Map programme and the SEND Hub in the school's Microsoft Teams platform.

Parents will be aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Everything that has been set up in the plan is put into place by the relevant staff.

The pupil's subject teacher retains overall responsibility for their progress in their subject.

The SENDCO will support in further assessing the pupil's strengths and weaknesses, in problem solving and advising on how to implement the support effectively.

Targets are reviewed regularly with pupils' keyworkers.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact of the support and interventions will be evaluated. This evaluation will be based on:

- The levels of progress the pupil has made towards their outcomes.

- The views of the pupil, parents, and the staff who work with the pupil.

The outcomes and support will be revised in light of the pupil's progress and development.

As a school, we aim to have improved outcomes for all pupils. We aim to achieve this by providing high quality teaching and learning opportunities for all pupils.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated school's grant and any additional top-up funding).

On the census these pupils will be marked with the code E.

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress.
- Carrying out the review stage of the graduated approach.
- Using pupil and parent feedback.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHCPs.

The school recognises that pupils who are looked after by the Local Authority are more likely to have SEND, and to have an EHCP.

The school has a designated member of staff for co-ordinating the support for pupils who are looked after, and a Designated Teacher for Children In Care. The Children In Care Co-ordinator and Designated Teacher work closely with the SENDCO to ensure that the implications of a child being both in care and having SEND are fully understood by school staff.

The school will give particular regard to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school will make use of local sources of information.

training needs and will incorporate this into the school's plan for continuous professional development.

During staff induction, all staff will receive SEND training.

This training will cover the following:

What constitutes SEND and the four areas of need, including key definitions.

admitted. Every effort is made to get to know the child and their needs in the primary school, and a representative from the Learning Development Department will always endeavour to attend the Year 5/6 Annual Review meetings in order to inform this decision.

A child's SEND status is not a factor in determining the admission of a child, and information relating to SEND, except to ascertain whether a child has an EHCP, will not be sought prior to a decision being made regarding whether a pupil will be admitted to the school.

Further information on admissions is provided in the Admissions Policy.

The school's accessibility plan is available on the school's website, or from the school office.

We recognise that pupils with special educational needs / disabilities (SEND) or certain health

When pupils with SEN are preparing to transfer to Sweyne Park School from primary schools, staff are involved prior to transfer. We welcome the opportunity to be involved in the Year 6 Annual Review for pupils with an EHCP and to spend time with them in the classroom. We visit the main primary feeder schools during the summer term and discuss the needs and current provision of pupils on the SEND register with their class teachers. Special Needs information is entered by the Primary Liaison Co-ordinator on the transition form. Parents may make an appointment with the SENDCO and are encouraged to bring their child with them.

When pupils are preparing for the transition from Key Stage 4, they meet with our Careers Adviser to discuss possible destinations. Pupils with an EHCP receive support from the Preparing for Adulthood Service who meet with pupils during Key Stage 4. School staff will liaise with colleges and training providers to enable a smooth transfer.

Under SEND legislation, LAs are required to publish detailed information of the support available in their area. This is known as the local offer.

This is published on our school website and may be accessed using the link below:

<https://send.essex.gov.uk/>

The Sweyne Park School Inclusion Policy will be monitored and evaluated on an annual basis. In attempting to evaluate the effectiveness of the special needs policy initially, the following indicators may be used:

- the extent to which pupils are achieving the targets.
- the extent to which pupils are integrated into mainstream classes.
- the ways in which pupils have received support within the framework of the whole curriculum.
- the number of pupils helped by specific programmes.
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