



THOMAS ASHTON

SEND Policy

POLICY IMPACT ASSESSMENT				
If this is a new policy complete Sections 1, 2 and 3 and then submit. If this is not a new policy please complete all sections.				
Section 1 – Policy Detail				
Name of Policy Reviewer				
Date of this impact review				
Is this a new policy?	Yes		No	
Section 2 - Policy requirement		Tick as appropriate		
Statutory (required by law)	Yes		No	
Mandatory (required by the Trust)	Yes		No	
Mandatory (required by the School)	Yes		No	
Voluntary	Yes		No	
Section 3 - Policy development / review cycle		Tick as appropriate		
Has this policy been subject to the policy development cycle? (Appendix B)	Yes		No	
Has this policy been referenced with the policy decision tree? (Appendix A)	Yes		No	
Does this policy follow the agreed template headings (Appendix C)?	Yes		No	
Has the equality impact assessment form been completed?	Yes		No	
Section 4 - Current Version Policy Impact		Tick as appropriate		
Are the aims / objectives of the policy still fit for purpose?	Yes		No	
How have you measured the effect of the policy on target groups?				
What are the results of their views re impact of the policy. (Attach data)				
Section 5 – Recommendations		Tick as appropriate		
Is this policy still required?	Yes		No	
Do we need to make any changes?	Yes		No	
If appropriate, has legislation or national guidance been checked for latest terminology /updates?	Yes		No	
What are the recommendations for policy change?				

[illegible]

Equality Impact Assessment Form		
Does the process affect one group less/more favourably than another on the basis of:		Yes / No
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? NA		
If potential discrimination has been identified, are exceptions valid / legal / justified?		enter
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		enter
Impact Assessment Result (See tool below)	Low impact	
Date assessed.	Enter	
Person completing this form	R Righini	
High Impact The policy or process has a major impact on equality	Medium Impact The policy or process has an impact on equality	Low Impact The policy or process might have an impact on equality
There is significant potential for, or evidence of adverse impact.	There is some evidence to suggest potential for, or evidence of adverse impact.	There is little evidence to suggest that the policy could result in adverse impact
The policy has consequences for or affects significant numbers of people	The policy has consequences for or affects some people	The policy has consequences for or affects few people

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

(Special educational needs and disability code of practice: 0 to 25 years, 2015, DFE)

Thomas Ashton School is a special school for pupils with Social, Emotional and Mental Health (SEMH) needs. All pupils have a Statement of Educational Need or an Education Health and Care (EHC) plan. Our pupils may also have a range of other unmet needs. This policy aims to promote the successful inclusion of all our pupils whatever their special educational needs and disabilities. We want to ensure that our pupils make the best possible progress.

Definition of Special Educational Needs and Disabilities.

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 him or her. These needs can be categorised in four key areas that may create barriers to learning:

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

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Policy Aims and Objectives:

At Thomas Ashton School we believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their potential
- Develop greater confidence, self-esteem and resilience
- Make a successful transition to Key Stage 4 or back to a mainstream school

. In order to achieve these aims, we will:

- Ensure that our pupils' known needs from their Education Health and Care plans (EHCP) are met and identify any other special educational needs and disabilities to ensure that they are able to join in with all the activities of the school
- Ensure that all learners make the best possible progress
- Ensure that there is effective communication between parents and school
- Ensure that learners can express their views, are listened to and are fully involved in decisions which affect their education
- Promote effective partnership and involve outside agencies when appropriate.
- Designate a teacher to be responsible for coordinating SEN provision (the SENDCo)

The success of the school's SEND policy will be judged against the aims and objectives set out above. The governing body regularly monitors the implementation of the policy and the effectiveness of the provision made, and ensures that the school makes appropriate special educational provision for all our pupils. The range of support offered in school each year in response to identified need is detailed in individual pupil Provision Maps (see Appendix A)

Identification and Assessment of special educational needs

The school is committed to meeting SEND and identifying additional needs in line with the Code of Practice 2014. A range of evidence is collected through the school's assessment and monitoring arrangements; if this suggests that the learner is not making the expected progress, the classteacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Consideration will also be given to the need for referral to specialist professionals and agencies e.g. educational psychology service, CAMHS (Child and Adolescent Mental Health Service), ISCAN* (Integrated Service for Children with Additional Needs) and the Pupil Support Service.**

**ISCAN is a multi-agency team and comprises:*

Speech and Language Therapists, Portage Workers, Complex Needs Nurses, Occupational Therapists, Physiotherapists, Social Workers, Dieticians, Nursery Nurses, Autism Assessment Team (MAAT), Clinical Psychologists, Paediatricians, Behaviour Services, Audiologist, Service Co-ordinator, Multi-professional Therapy Assistants, and Orthoptists.

***The Pupil Support Service comprises:*

The Behaviour for Learning and Inclusion Service (BLIS), Equality Multicultural and Access Team (EMAT) Communication Language and Autistic Spectrum Support (CLASS), Specific Learning Difficulties Team (SPLD), Sensory Support Team

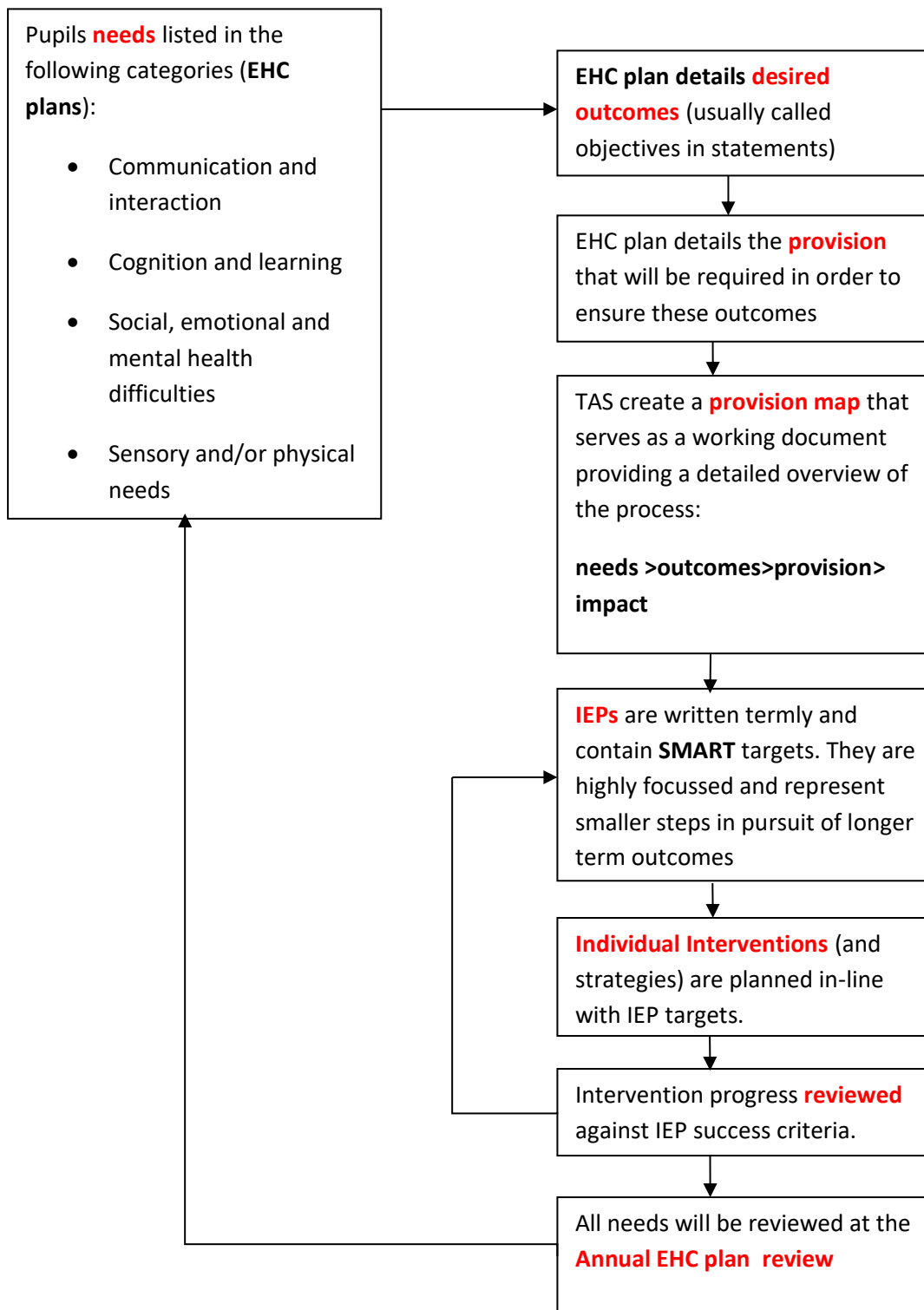
Personalised provision for every child

All statements have been replaced by EHC plans.

At Thomas Ashton School we have adopted the following cyclical protocol (overleaf) in order to ensure that pupils' described needs remain current, and appropriate, and often bespoke, provision is used effectively to meet these needs. The cycle of identifying needs, agreeing outcomes (objectives), matching provision and reviewing impact is made possible by:

- 1 Having an **EHC plan** that clearly describes the pupil's full range of needs, details a series of outcomes (objectives) and recommends appropriate provision
- 2 Constructing a **provision map** that outlines this process and serves as a working document for school to evaluate the impact of the provision
- 3 **IEPs** are written on a termly basis.
- 4 SMART targets will be agreed for each pupil and reviewed at the end of each term.
- 5 In order to meet IEP targets, a series of **individual interventions** will be agreed and detailed **on Intervention Planners**.
- 6 The **annual EHC plan review** will provide an opportunity to evaluate progress and amend EHC plan, as appropriate.

Matching Provision to Need – an individual approach



In Year 5 and Year 9, there will be statutory transition reviews for pupils in order to consider their placement for the next Key Stage. If a pupil has made significant progress alongside their EHC plan outcomes then re-integration/inclusion opportunities within mainstream will be considered. This will be in consultation with all stakeholders. If it is felt appropriate, a 'dual-placement' with a mainstream setting may be sought and planned for with the pupil.

If a dual placement is removed and a pupil moves to the roll of another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

Roles and Responsibilities

The named SEND coordinator (SENDCo) for the school is Emma Stewart. A member of the Governing body, Mrs E Healy takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils' special educational needs.

The SENDCo is responsible for:

- Working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support all pupils.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils/young people up to date.

The Senior Leadership will:

- Work with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

The SEND Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENDCo and the Headteacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

The Governing Body has due regard for the guidance in the SEND Code of Practice 2014 and the Children and Families Act 2014.

Our SENDCo, Emma Stewart has significant SEND experience and qualifications. Emma is also a current Local Authority Team-Teach tutor

Our teachers and teaching assistants also have a range of SEND qualifications and experience to support the teaching of our pupils (eg Maths Recovery, Phonics, Anger Management, Thrive, Unconditional Positive Regard)

The schools' **complaint procedures** are set out on the school website or can be obtained in writing from the school office. All class teachers work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEND needs, with concerns that cannot be resolved by the usual school procedures, can request independent disagreement resolution. The school will make further information about this process available on request.

SEND Staff Training

All staff in the school are provided with general and specific training on meeting the needs of SEND within their classroom. The SENDCo will usually advise on relevant courses relating to SEND. Whole school training on SEND includes teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular student. There is an expectation that, staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

The SENDCO and the Senior Leadership Team take responsibility for prioritising and planning the training needs of staff.

The school will provide information about **SENDIASS** (formerly the Parent Partnership Service) to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

Guidance and the Law

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following documents:

- Children and Families Act (2014)
- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- The Early Years Foundation Stage (EYFS) framework
- Teachers Standards 2012
- Tameside's Local Offer (include link)
 - Thomas Ashton School's own documents & policies

Appendices to this policy:

Appendix A: Provision map

Appendix B: sample IEP

Appendix C: sample IBP