THE SWEYNE PARK SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Review in Autumn 2024

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1: Introduction

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.

2: Vision and values

The Sweyne Park School is an 11-18 comprehensive academy school, committed to providing a high-quality education for the children in our local area. Our main goal as a school is to ensure that all our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with SEND. We are focused on creating an inclusive environment, in which all pupils are valued, and diversity of experience, interest and achievement are celebrated, and where provision is based on the needs and abilities of the pupils. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

3: Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
  - Identify and make provision for pupils with SEND, using a whole-school approach.
  - Provide pupils with SEND access to all aspects of school life so that they can engage in the activities of the school alongside pupils who do not have SEND.
  - Help pupils with SEND fulfil their aspirations and achieve their best.
  - Help pupils with SEND become confident individuals living fulfilling lives.
  - Help pupils with SEND make a successful transition into adulthood.
  - Communicate with pupils and SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

4: Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and following legislation:

- Part 3 of the Children and Families Act 2014, which sets or schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disabilities Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care plans (EHCPs), SEN Co-ordinators (SENCos) and the SEN Information Report.

- The Equality Act 2010 (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who have a protected characteristic (which includes having a disability) and those who do not share it.
- The Governance Handbook, which sets out governors/trustees' responsibilities for pupils with SEND.
- The School Admissions Code (DFE, 2015), which sets out the school's obligation to admit all pupils whose EHCP names the school, and its duty mot to disadvantage unfairly children with SEND.

The policy has also been written with reference to the following legislation, guidance and documents:

- The National Curriculum in England 2014.
- Keeping Children Safe in Education (DFE, September 2022)
- Working Together to Safeguard Children (DFE, 2018)
- Mental Health and Wellbeing Provision in Schools (DFE, 2018)
- Data Protection Act 2018

This policy also complies with our funding agreement and articles of association.

5: Definitions

5.1: Special Educational Needs:

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or otherwise different from, that made generally for other children or young people of the same age in mainstream schools.

5.2: Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial or long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3: The Four Areas of Need:

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. The profile for every pupil with communication and interaction needs is different, and their needs may change over time. Pupils who are on the autistic spectrum often have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties. • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties and disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and / or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment, such as vision impairment, hearing impairment of multi-sensory impairment. • A physical impairment. These pupils may need ongoing support and equipment to access the opportunities available to their peers.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions to not constitute a disability:

- A tendency to set fires.
- A tendency to steal.
- A tendency to commit physical or sexual abuse towards others.
- Exhibition.
- Voyeurism.

6: Roles and Responsibilities

6.1: The SENDCo

The SENDCO at our school is **Stephanie Woodward**.

They will fulfil the following responsibilities or, where appropriate, guide other staff in doing so:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the Headteacher, Assistant Headteacher (Inclusion and Safeguarding) and SEND Governor to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support pupils with SEN, including those who have EHC Plans (except those educated in the Resource Base for Deaf Pupils).
- Provide professional guidance to colleagues and liaise with staff, parents and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the school's designated teacher where a Child in Care has SEND.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that pupils and their parents are informed about options and that a smooth transition is planned.
- Draw up a pupil profile for pupils with SEND.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are send to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher, Assistant Headteacher (Inclusion and Safeguarding) and school governors to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure that the school keeps its records of pupils with SEND up to date and accurate.
- With the Headteacher and other members of the Senior Leadership Team (SLT), monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, Assistant Headteacher (Inclusion and Safeguarding) and other members of the SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Participate in training and CPD opportunities.

6.2: The Local Governing Body (LGB)

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's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND Policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children from being treated less favourably than others, the facilities provided to assist the access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are carried out, and monitor the effectiveness of how these are carried out.
- Make sure that there is a designated teacher for Children in Care.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, showing how the school intends progressively to improve access over time.

6.3: The SEND link governor

The SEND link governor is **Lynda Walker**.

The SEND governor will:

- Help to raise awareness of SEND issues at LGB meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the headteacher, Assistant Headteacher (Inclusion) and SENDCO to determine the strategic development of the SEND policy and provision in the school.

6.4: The Headteacher

In fulfilling these responsibilities, the Headteacher will work in conjunction with other members of the SLT, in particular the Assistant Headteacher (Inclusion).

The Headteacher will:

- Work with the SENDCO, Assistant Headteacher (Inclusion) and SEND link governor to determine the strategic development of the SEND policy and provision in the school.
- Work with the SENDCo, SLT and members of the LGB to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time and resources to carry out their duties.
- Appoint a designated teacher for children in care, who will work with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Have an overview of the needs of the current cohort of pupils in the SEND register.
- Ensure that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Establish and maintain a culture of high expectation, and including children with SEND in all opportunities available to other pupils.
- With the SENDCO and other members of the Senior Leadership Team (SLT), monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, Assistant Headteacher (Inclusion) and other members of the SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5: Teaching staff

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupils' needs through a graduated approach.
- Setting high expectations for every pupil, whatever their prior attainment.
- The progress and development of every pupil in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Working with the SENDCO to review pupils' development and progress, including ensuring that the SENDCO and/or other relevant members of staff are kept up to date with any changes in behaviour, academic developments and causes of concern.
- Ensuring that they follow this SEND Policy and the SEN Information Report.

6.6: Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil in the SEND register will have the opportunity to provide information and express their views about the pupil's SEND and the support provided. The school will take into account the views of the parent/carer in any decisions made about the pupil.

6.7: Pupils

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.

7: SEN Information Report

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.

8: Our approach to SEND support

8.1: Identifying pupils with SEND and assessing their needs

Initial assessments

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 Access Reading Test and Graded Word Spelling Test[1] 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 than attainment, for example wider development or social needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special education need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential sort-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

Specialist assessments

Members of the SEND Team may conduct further assessments or observations, and teacher and/or parents may be asked to complete checklists indicating the potential presence of a defined SEND. Additionally, specialists such as Educational Psychologists or Specialist Teachers may be commissioned by the school to provide further assessment. Prior to these specialist assessments, parental consent will be gained.

8.2: Consulting and involving pupils and parents/carers:

[1] Pupils joining the school outside the Normal Admission Round may complete alternative tests, such as Cognitive Ability Tests; these provide comparable data.

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 encouraged to share their knowledge of their child; the school will aim to give them confidence that their views and contributions are valid and will be acted upon.

Where we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and their parents. These conversations will seek to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns that parents might have.
- Focus on the child as an individual, not allowing their SEND or potential SEND to become a label.
- Everyone understands the agreed outcomes for the child.
- Everyone is clear what the next steps are.

Notes of these early discussions will be added to the child's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

When communicating with pupils and their parents/carers, we will seek to use clear, ordinary language, rather than professional jargon.

8.3: The graduated approach to SEN Support (see appendix 1)

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective SEN provision in place. This support will be delivered through successive rounds of a four-part cycle knows as the graduated approach.

1: Assess

The school will conduct a clear analysis of the pupil's needs, and the views of the pupil and their parents will be taken into account. Pupils are likely to be assessed using a range of different assessments depending on their need by members of the LD Team, such as the SENDCO. The school may also seek advice from external support services. The assessment will consider the pupil's development in comparison to their peers.

The assessment will be reviewed regularly to help to make sur that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where a pupil's needs cannot be met trough the resources ordinarily available within the school.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

2: Plan

In consultation with the parents and the pupil, members of the LD Team such as the SENDCO will decide which interventions and support will be put in place, the expected outcomes and a date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. The information will be

recorded in a One Plan and be made available to staff on Go4Schools 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.

3: Do

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.

4: Review

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 evaluated 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.

8.4: Provision

As a school, we aim to have in place high quality provision for all categories of need identified in the SEND Code of Practice. Our particular specialism is Hearing Impairment, and we have a Resource Base for Deaf Pupils. For more information regarding the RBDP, please contact Mrs Yvonne Hillson, Head of the Resource Base.

The vast majority of our provision for pupils with SEND takes place in the classroom, alongside their peers. We aim to provide a broad based, dynamic curriculum that provides challenges for all our pupils regardless of their prior attainment. In order to do this, teaching staff prepare lessons carefully, using differentiated teaching approaches and resources. In this, they are supported by our team of support staff, who are deployed to enhance the development of pupils' learning either by supporting them directly in the classroom, or by preparing resources that will enable them fuller access to lessons.

In addition to this, we have interventions in place to address areas of difficulty. These include withdrawal for specific intervention work as well as bespoke individual interventions around learning difficulties and communication, emotional and social needs. Pupils with an EHCP are assigned a keyworker, with whom they meet at least once a fortnight.

The effectiveness of the support in place is evaluated through analysis of pupil outcomes, both in the form of achievement data and 'softer' outcomes, such as increased confidence and engagement. Observation and discussion with pupils and parents/carers also play a key part in determining future development priorities.

The over-riding principle, as resources are limited, is to use the staffing and allocation to benefit the maximum number of pupils with special educational needs. Allocation is initially made in order of the following priorities:

- Meeting provision for pupils with an EHCP. Earmarked funding is used for the specific individuals, but this has to be supplemented by additional staff and resource input.
- Addressing the needs of pupils who require SEND support.
- The necessary administration involved with fulfilling the Code of Practice.

School-based SEN provision – SEN Support

Pupils receiving SEN provision will be placed on the school's SEND Register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

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

Education, Health and Care Plans (EHCPs)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHCP. This plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Where a decision is made to apply for an EHCP:

- The parents/careers and the pupil will be informed, including the reasons for this decision.
- The school will fully co-operate with the LA when research about the pupil is being conducted.
- The school will provide the LA will any information or evidence needed.
- If the decision is taken by the LA not to proceed with an assessment, or not to issue an EHCP. The school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

Where a pupil has an EHCP:

- The school will ensure that all those teaching or working with the pupil are aware of the pupil's needs and that arrangements are in place to meet them.
- Information regarding a pupil's EHCP will only be shared with other educational institutions if the pupil is transferring there, to allow for the development of a transition plan.
- Co-operate with relevant individuals to ensure that an annual review meeting takes place.
    - Where the pupil is on roll at the school, the annual review will be held at the school except in exceptional circumstances.
    - The school will prepare and send a report of the meeting to everyone invited using the templates of the LA who maintain the EHCP to all involved in the annual review.

When a pupil has an EHCP, the parents/carers have more options in terms of educational provision and may wish to consider a specialist placement. If the school feels that a child's needs can no longer be met by the school, they would meet with parents/carers and discuss setting which may be appropriate, in order that the most appropriate educational placement can be secured.

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 marked with the code E.

8.5: Evaluating the effectiveness of SEN provision

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.

9: Expertise and training of staff

Training will regularly be provided to teaching and support staff, by the LD Team and external agencies, as appropriate. The SLT and SENDCO will continuously monitor to identify any staff who have specific 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.
- The responsibilities of all staff to meet the needs of pupils with SEND.
- The context of SEND at The Sweyne Park School, including a breakdown of SEND by year group and area of need.
- Where to find information about pupils with SEND, including One Plans, and how to use this information to adapt teaching to meet individual the needs of the pupils.
- Strategies for supporting pupils with SEND as part of Quality First Teaching.

10: Links with external agencies

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school recognises that it will not be able to meet all the needs of every pupil. To that end, the school is part of and provides part of the funding for the South Essex Extended Services, which provides access to:

- Specialist Teachers
- Specialist counsellors
- Family Support Worker
- Educational Psychologist

In addition, wherever necessary the school will work with external support services such as:

- Speech and language therapists.
- Specialist teacher

- Inclusion Partner
- Occupational therapists
- GPs
- Paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Social care

The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.

11: Admission and accessibility arrangements

11.1: Admission arrangements

The school's published number for each year is 270 pupils; this is the total number of pupils, including those with an EHCP and those placed within the Resource Base for Deaf Pupils. Where a pupil has an EHCP, the school needs to be satisfied that it can meet the needs of the child before the pupil can be 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.

11.2: Accessibility arrangements

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

12: Complaints about SEND Provision

At Sweyne Park School, we believe that pupils make most progress where home and school are working together; we hope that there will be good communication between us and that any difficulties can be quickly resolved.

If there are any problems or concerns, we would ask parents initially to contact the relevant form tutor, Head of Department, Head of Year or the SENDCO in order that the problem can be investigated and resolved. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision should be made in writing to the Headteacher. They will be handled in line with the school's complaints policy.

13: Transition and Progression

13.1: Transition from Key Stage 2

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.

13.2: Progression from Key Stage 4.

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.

14: The Local Offer

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/

15: Monitoring and evaluation arrangements

15.1: Evaluating the effectiveness of the policy

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.
- standards achieved by SEND pupils in standard tests/examinations and in regular monitoring of attainment grades from information provided by SLT.
- CPD training undertaken by staff.
- the extent to which departments progress in the differentiation of teaching materials
- the record of parental involvements, including the extent to which parents are involved in helping to implement learning programmes at school and at home.
- the record of involvement with outside agencies and with other schools/training providers.

15.2: Monitoring of the policy:

This policy will be reviewed by the SENDCO and Assistant Headteacher (Inclusion) **every year,** in conjunction with the Headteacher. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Once the Local Governing Body has been consulted, the Trust Board will be asked to ratify this policy.

16: Links with other policies and documents:

This policy links to the following documents:

- SEN Information Report
- The local offer

- Accessibility Plan
- Equality Information and objectives
- Admissions Policy
- Attendance policy
- Behaviour Policy
- Complaints policy
- Data Protection Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy