



**ELTHORNE PARK**  
— HIGH SCHOOL —

## **SEND Policy & Information Report**

Adoption – November 2022  
Review frequency - annual  
Next review – November 2023  
Status – Statutory  
Committee – Curriculum

**This policy complies with the statutory requirement laid out in the SEND**

**D Code of Practice 0 – 25 (29.07.14) 3.66 and has been written with reference to the following  
guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013  
SEND Code of Practice 0 – 25 (29.07.14)**

## **Contents**

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND information report
6. SEND Register
7. Links with other policies and documents

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Sit alongside the School Behaviour Policy to reflect the inclusivity of the school's provision and support for students

Elthorne Park High School believes that every student is entitled to a broad and balanced education whatever their ability and educational needs. As a fully inclusive school we are committed to providing personalised, differentiated learning so that the needs of all students are addressed, and their potential fulfilled. The whole school inclusive approach means that supporting students with additional needs is the responsibility of all subject teachers in partnership with the SEND Department and Pastoral team. The Special Needs Policy and Information Report is in line with the values and principles outlined by the school's cornerstones, which aim to provide an inclusive learning environment where all students can strive to seek excellence in a learning community. All students will be encouraged to succeed by the positive and supportive ethos of the school as well as by strong links with the home and relevant agencies

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

### 1.1 Aims and Objectives

This document is intended to exist as a practical working document which will inform staff and parents and which sets out clearly our procedures related to students with special educational needs, their learning and development.

- We identify, assess and provide for students with special educational needs and additional needs as early and as thoroughly as possible according to the SEND Code of Practice for Identification and Assessment of Special Educational Needs 2014.
- Work within the guidance provided in the SEND Code of Practice (2014), so that our SEND students are integrated as fully as possible into the educational and social life within the schools setting. Where this cannot be the case, to ensure that suitable alternative provisions are made.
- Ensure students with SEND are the shared responsibility of all staff
- Ensure all students are of equal value and are entitled to a broad and balanced curriculum which is differentiated to ensure maximum progress. All teachers are teachers of Special Educational Needs
- Provide students with a smooth transition at each transition stage for the student
- Work in partnership with the parents and carers of students with special educational needs
- Involve students where ever possible in planning for and reviewing the provisions they are provided
  - Work collaboratively with all external providers of support
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special educational needs and disability code of practice: 0 to 25 years](#) and the following legislation:

3

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND Information Report

## 3. Definitions

Young people with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

The Code of Practice 2014 defines SEND as:

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

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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'*

[Special educational needs and disability code of practice: 0 to 25 years](#)

### The 'Equality Act 2010' states:

*A person has a disability if:*

- *they have a physical or mental impairment*
- *the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities*

Where a disabled young person requires special educational provision they will also be covered by the SEND definition. From Education Act 1996 section 312 'special educational provision' means:

*Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.*

Some students have a Special Educational Need and disability.

For the purposes of the Act, these words have the following meanings:

- *'substantial' means more than minor or trivial*
- *'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)*
- *'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping'*

Students with SEND and/or disabilities admitted to Elthorne Park could have difficulties with one or more of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- SENDsory or physical

Further details of the 4 board areas of needs can be found on page 97 and 98 of the SEND Code of Practice 2014 on section 6.28, [SEND Code of Practice January 2015.pdf](#)

## 4. Roles and responsibilities

Provision for children with SEND needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND within their classroom, and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs

The governing body, in cooperation with the Headteacher has the legal responsibility for determining the policy and provision for students with SEND.

### 4.1 The SENCO

The SENCO is Ms. Tracey Carvey-White

They will:

- Work with the headteacher 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 coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support (assess, plan, do review).
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### 4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The headteacher

The head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Year Leaders**

- The leader for each year group is responsible for the day to day monitoring of students on the SEND register.
- Communicate with the SENCO any issues relating to a student needs (through Student Panel)
  - Feedback information to their year team
- Be available to liaise with parents/carers/ external agencies to discuss a student's need
- Evaluate and monitor the progress of students with SEND and feedback in SEND Plan, Student Progress meetings and Student Forum

#### **4.5 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with their Curriculum Leader and the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **4.6 Additional Resource Provision Centre Manager**

- The ARP SENCO is responsible for the day to day monitoring and provision organisation for students within the ARP.
- They oversee, along with the SENCO, students' entrance and exit from the ARP.

#### **4.7 Teaching Assistants**

The overall line management of the Teaching Assistants is carried out by T. Carvey-White SENCO

- Teaching Assistants should:
  - Be fully aware of the SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
  - Aim at increasing students' inclusion in the learning with their peer group.
  - Have appropriate responsibility for the student's specific needs during their time with that student. They will be led by the class teacher and SENCO on planning to ensure progress.
  - Work in collaboration with the class teacher to provide for an appropriately differentiated curriculum.
  - Work in partnerships with the class teacher to ensure that students are made aware of the learning objectives/outcomes and how it fits into what they already know and what they are to do independently.
  - Teaching Assistants should give feedback to teachers about students' responses to tasks and strategies.
  - Teaching Assistant will keep SEND files up to date for the SEND students they support.
  - The role of Teaching Assistant needs to be read in conjunction with the school's deployment policy of support staff and the Elthorne Way for Deployment of Teaching Assistants

## 4.8 Parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers are notified of any concerns as they arise and there is always a willingness to listen to issues brought forward for discussion. The school asks that parents;

- Keep the SEND department aware of any changes their child/ren's SEND needs including updates from external agencies
- To attend review meetings as and when required (meetings are currently being held remotely)
- To support their child/ren's learning in carrying out strategies at home
- To become involved in parent consultation groups as set up by the SENCO

## 4.9 Students

- Students have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- To participate where possible, in all the decision making processes, including setting targets and discussing their choices, assessment of needs and in the review procedures.

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying students with SEND and assessing their needs

We recognise that students are different and they will make progress at different rates and not always in a steady linear pattern. So as a school we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all children settle in well, feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then a meeting with parents (and the child if appropriate) will always be arranged to investigate the needs further before the child is classed as having an SEND.

All teachers have a responsibility for identifying and meeting the educational needs of all. Students 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. When identifying a student with potential SEND the following will be taken into account

- Attendance/punctuality
- Attitude/motivation
- Behaviour logs
- Family circumstances
- Observations from staff in a range of contexts

- Students and parent/carer's view

The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the intervention, adjustments and quality teaching put in place (this may be over two terms). Our systems of identifying special educational needs are rigorous. Students with Special Educational Needs are identified in one or more of the following ways: -

- Prior data (formal assessment, SATs) and diagnosis from the students Primary or previous school. If a student is identified as having special education needs prior to their entry provision is put in place to ensure a smooth transfer for the first day.
- Referral system for all staff who have concerns about an individual student (through Student Panel)
- Parents and other agencies may communicate concerns or information
- Teacher assessments and Intervention Meetings. The school has a robust assessment and tracking system, which enables teaching and pastoral staff to identify any student that is under achieving across the curriculum, even after differentiation through Quality Teaching has taken place. If a child has been identified as underachieving by the teacher despite good quality personal teaching taking place, then they will consult with the SENCO
- Where appropriate SENCO may use individual reading/spelling tests to assess levels of literacy
- Referrals to/from outside agencies are made where necessary
- Student Panel; Associate Deputy Headteacher i/c Inclusion, Year Leader, Pastoral Support Worker and SENCO meet to discuss specific students and any identification of need will be assessed
- SEND plan; This meeting is a forum for staff to discuss the progress of individual students. It is held at school on a termly basis and is chaired by the SENCO and attended by the relevant Year Leader and the Educational Psychologist, and, when necessary, the Attendance Officer or any other relevant agency. Decisions are made at this meeting as to the amount and type of support (if needed) required by a student, any assessments or referrals that are needed and the appropriateness of the student's position on the register.
- EAL Coordinator concerns about an EAL child who is not making progress despite intervention being put in place.
- Achievement Coordinator concerns about a child entitled to Student Premium funding who is not making progress despite intervention being put into place

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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 different or additional is needed. Where private reports or assessments have been sought and provided, these will be taken into account with prior consultation with the SENCo.

### **How are children's needs identified before they start at our school?**

As soon as we know that a child will definitely be transferring into our school in Year 7, we start finding out more about each child so we can plan for their needs and ensure that they settle happily and make good progress in lessons.

The Deputy Headteacher for Inclusion (K Reeves), and SENCO (T Carvey-White) will visit feeder primary schools to liaise with their SENCO and Year 6 teachers to find out information on all students, including those identified as SEND, G&T and EAL. The information collected during these meetings will be used to place students in form groups, as well as used by the SENCO and Transition Manager to prepare for interventions and create profiles for SEND students. Most students with SEND are, therefore, identified before admission, and appropriate teaching and support can be arranged prior to their transition into the school.



### **Parent information meetings**

These are held for new parents in the summer term before your child starts at our school. The Deputy Head in charge of Inclusion and SENCO are always present. If parents believe that their child has a Special Education Need that has not been previously identified by their current school, then they should inform us of their concerns. We will then arrange a time to follow this up with them and their child.

### **Questionnaires to young people**

Before starting school, we give parents and students questionnaires. Parents should let us know any information about their child's needs in these questionnaires. We will then arrange to follow this up with them and their child.

### **Work with previous schools or educational settings**

All school records are passed on to us and the SENCO and/or Year Leader look at them carefully. If we feel there is a student with SEND who will be moving to our school the SENCO/Year Leader will contact the primary school to get further information.

### **Induction days**

In the summer term every student has an opportunity to spend time at Elthorne Park High School; to meet the teachers and experience secondary style lessons. We also offer mini transition days for students who need additional support in making the transfer to secondary a success.

### **Student Profiles**

We encourage all our new students to fill out a "student profile" in order to tell their teacher about themselves before they join the class. If your child has already had a Special Educational Need identified then this student profile may well have been jointly agreed between parents, young people and the professionals working with you. We ensure that these profiles are communicated to all the staff that are working with your child so that everyone knows the best ways to provide support.

## **5.3 How are children's needs identified whilst they are at our school?**

### **If Students are concerned**

At Elthorne Park High School we would like all our children to feel happy, have friends and feel that they are learning successfully. It is really important to us that every student feels that they can tell us about any worries that they may have so we can help them. We hope that all our children feel that they can tell any member of staff their worries and that they will listen. However, sometimes children are shy or embarrassed, so we also have the following ways for them to tell us about their worries without having to approach an adult directly.

- Feedback in books
- Emailing members of the team or their Pastoral Support Worker for their year group
- Using drawings or art, responding to questions or other visual prompts
- sharing worries and fears with significant others who can relay the information to the team

The school also uses "All about me"/ one page profiles

### **If a Parent has concerns**

Your main point of contact at school should always be your child's tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak to other staff members, such as the subject teacher or Year Leader or SENCO, then the tutor will be able to help you arrange this.

#### **5.4 Consulting and involving students and parents**

We aim to work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of children with SEND is even more important, so we do the following things:

- Communicate regularly formally and informally through phone calls and letters or email.
- Have an open door policy so that parents can make appointments to see the class teachers, tutors, Year Leader and SENCO when they are concerned and would like a longer discussion. The first point of call will be the child's tutor. Meetings can be held remotely or face to face.
- Include the progress a child with SEND has made towards their desired outcomes in their termly report.
- For any child with an EHC plan and for some children with more complex SEND the school will work with parents and children to draw up a one-page profile or a personalised support plan that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Hold an Annual Review for any child with an EHC plan

#### **5.5 How do we enable children with SEND to make decisions about their education?**

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning successes and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- asking questions in books (please see our Teaching and Learning policy for further details)
- Yearly student survey (Well Being and Teaching and Learning Survey)

The school also has an active school council, where students are elected each year to represent their peers.

#### **Children with an EHC plan**

We work with the parents and students to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop an "All about me" presentation or an up to date one page profile that is presented in the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

#### **5.6 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other settings the student is moving to. We will agree with parents and students which information will be shared as part of this.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.

- The student one-page profile will be also accessible through SIMS for staff.

10

- Students with an EHC Plan who are moving on to further education are supported by the Ealing Connexions Services. A Personal Advisor will attend all Annual Reviews from Year 9 onwards to help plan and organise support for the move to college, sixth form or vocational training.
- All students in Year 11 meet with the Connexions Personal Advisor to discuss possible routes for training or further education.
- We send SEND records to the new school including SEND support plans, Annual Review paperwork or EHC plans.
- We only forward Form 8s or any other Access Arrangements documents to schools we have built a long term working relationship with.

### **5.7 Assessing and reviewing students' progress towards outcomes**

Elthorne Park High School will continue to adopt a graduated response to meeting the needs of SEND students in accordance with the SEND Code of Practice 2014. As a school we recognise that there is a range of special educational needs and we will first of all, where possible, try to meet individual needs, within the classroom and school resources, through ensuring that our planning, teaching and approaches are differentiated,

before any consideration is made to moving a student on to the SEND register or seeking support from outside agencies.

At Elthorne Park all teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Personalised learning is at the heart of the schools teaching and learning policy and high quality teaching, differentiated for individual students and is the first step in responding to students who have or may have SEND.

Teachers will use a range of strategies to meet the needs of all students in their class room before consulting with the SENCO or external specialist expertise. However, where it may be necessary, we will look for specialist support from external agencies for support with barriers that a student may be experiencing. As a school we believe that taking early action may mean that a student will make enough progress and will not need to move onto the next stage(s) of assessment.

It is only when a student continues to be a cause of concern that further action is required. We regularly review the quality of our teaching and learning provisions through lesson observations and learning walks to identify any training that may be required to assist teachers in using various strategies to identify, assess and support vulnerable children and improve their knowledge of the range of SEND students within their classroom and the school.

### **Assess**

Some students arrive at Elthorne Park High School with specific SEND needs already assessed from either their Primary Schools or previous schools. For other students that this does not apply to, we need to ensure early identification takes place of students with barriers to learning which may impact on their ability to fully access the curriculum, progress or attainment. Concerns that a student may have learning or other difficulties can be initiated by the class teacher or the student's parents/carers.

Once these concerns are expressed, a discussion will take place with the student's parents or carers. During this discussion any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may or may not be decided at this point to refer a child for further assessment from one of the outside agencies. The majority of students with special educational needs will not require multidagnostic assessment and their needs will be addressed by appropriate differentiated curriculum and will be met by the school's own resources. To ensure all staff are able to monitor students for

potential SEND concerns they may be placed on our internal monitoring register. However, a small proportion of students with difficulties may require extra provisions that would be identified through a range of multi-diagnostic assessments.

## **Plan**

Once the initial assessment of the student's needs has taken place and it is found that he or she is not making satisfactory progress, or presents with other concerns, the class teacher will liaise with the SENCO for strategies and approaches they can use, which they are currently not using. As a school we already have a

range of strategies in place to meet the student's needs. The teacher will look at and discuss with the SENCO how they can further develop teaching materials, teaching styles and differentiation, so that the student is able to access learning more effectively. These strategies will be reviewed and their effectiveness will be evaluated. For some students it may be decided that further intervention is required, as the review may lead to the conclusion that the student needs additional help and support from SENCO, trained teaching staff or our Teaching Assistants. Where a student has been identified as needing SEND support through the assessment and planning stages the parents/carers will be kept informed of the interventions put in place and the progress their child is making.

## **Do**

The needs of all students will be addressed through QFT whereby all teachers plan, prepare, deliver and review differentiated lessons and resources. Teachers will plan lessons and strategies that will ensure that students are provided with an engaging curriculum, which motivates all students to learn and progress whatever their ability. In some cases, Teaching Assistants will be timetabled to support groups and/or individual students in class, under the direction of the classroom teacher and/or SENCO. In some cases, a few children may require further interventions to support their literacy and numeracy skills, as well as their social skills outside of the classroom.

These interventions will be delivered by the TAs, PSWs, SENCO and trained teaching staff or external providers, which may take the form of group sessions, 1:1 sessions and recommendations from specialist reports (such as Speech and Language, OT etc.). Where interventions take place outside of the classroom, the class teacher will still retain responsibility for the student. They will work closely with staff involved in delivering the intervention, to plan and assess the impact of support and interventions. All the interventions will be used by our staff to provide extra support for our students to overcome barriers to their learning.

## **Review**

All students that have been identified as having special educational needs will have their progress carefully tracked and monitored by their classroom teachers, Year teams and the SEND team on a termly basis. At Elthorne Park High School teachers carry out formal assessment on all students on a termly basis for KS3 and half termly for KS4 and KS5.

These assessments inform the teachers' planning and interventions that need to take place within the classroom first. The progress of all students including those with SEND will be discussed with the parents/carers and the student regularly, so that outcomes can be set and progress reviewed.

Many students will make excellent progress and only need extra support for a short or specified period of time. However, there will be some students that may require different types of extra support throughout their time at the school. Where a student is failing to make progress against the expected targets set out for students of a similar age, despite receiving differentiated resources and support, the classroom teacher will consider other different and additional strategies. If the student does not respond to this personalised approach and continues to be a cause of concern, further school based action will be sometimes necessary. The classroom teacher will discuss the progress made with their line manager and any identified barriers with the SENCO and with the child's parents/carers.

At this stage it may be decided that further support or an intervention programme may need to be put in place with targets set to assess the impact of the support/intervention received by the student. The classroom teacher and SENCO will continue to review the student's progress and amend the support as and when it is necessary. For a few students the school may feel it will be necessary for them to have a one page SEND profile/passport (similar to an IEP). This document will contain a brief description of the student's needs, strategies to support them in class and the expected outcomes.

If a child continues to be a cause of concern and internal school based interventions continue to have had little or no impact on the student's progress, then it may be decided at this stage that further assessment, advice or support may be required from external agencies such as the Educational Psychologist. All referrals to external agencies will require parental /carers consent and will always be discussed with parents and carers.

### **5.8 Application for an Integrated Assessment of special educational needs and an Education, Health Care Plan**

12

For very few students the extra provisions provided to support them may not be sufficient to enable the student to make adequate progress and they may be highlighted as a cause of concern. The SENCO will discuss with the parents/carers whether they agree to the school applying to the Local Authority for an Integrated Assessment of special educational needs of their child's needs to be carried out, as his or her needs cannot be met under the existing resources. Statutory assessments of education, health and care needs will take place for those few children and young people with complex SEND. Some will be given an Education, Health and Care Plan (EHCP) if the Local Authority agrees to the Integrated Assessment of special educational needs. The EHC Plan replaces the school's request for statutory assessment. Where an application for an integrated assessment is made the student will need to have demonstrated significant cause for concern.

### **5.9 Adaptations to the curriculum and learning environment**

SEND students where possible have full access to all school activities so far as it is reasonably practical and relates to the student's needs.

- All our buildings are accessible by ramps and our Science block and C Block have lifts.
- The parents/carers of any student with SEND are very welcome to discuss whether the school would be able to cater appropriately for their child.
- Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all children in their class.
- Subject teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Our teachers will use specific resources and various strategies to support your child individually and in groups, this might include using

- a) Visual timetables, cues and prompts
- b) Multi-Sensory teaching approach
- c) Modelling
- d) Breakdown of tasks and instructions into manageable chunks
- e) Writing frames/ladders and reading frames
- f) Glossary of keywords
- g) Use of structured routines and consistent expectations
- h) Pre-teaching content or vocabulary
- i) Setting of choice/alternative activities
- j) To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties
- k) Positive behaviour rewards system

Students with SEND are fully integrated members of the school community. All students are encouraged to take part in extra-curricular activities at lunch time or after school.

### 5.10 Additional Support for Learning

Sometimes students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. When this is required then, the SENCO with Year Leader is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom – core departments have Teaching Assistants (TAs) who support the teachers in helping the learning of whole classes; the SENCO also is able to direct a limited

13

amount of ‘hours’ of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age

- UP Curriculum – specialised curriculum in years 7, 8 and 9 to support transition and accelerate progress in literacy and numeracy.
- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions with TAs or SEND Teachers are strictly at the discretion of the SENCO and for time-bound periods. If recommended by the SENCO, some students may be withdrawn for literacy, numeracy, organisation skills, vocabulary group, etc.
- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions with Learning Mentor on, for example, small group or 1:1 sessions related to social, emotional needs, self-esteem, social skills etc are also strictly at the discretion of the SENCO.

The School’s curriculum is regularly evaluated to ensure equal access to all students, and there are various programmes available to take into account students’ aptitude and abilities. Students at Key Stage 4 have the opportunity of following either an academic and vocational route to broaden their curriculum experience.

5.11 Expertise and Training of Staff	Training Completed
All Staff	Are trained in the requirements of: The SEND Code of Practice The Equality Act All general policies on teaching and learning and behaviour management include information on how to include children with SEND Impact of TAs in lessons Whole Staff Inset on differentiation Communication Friendly Strategies Restorative Conversations

SEND Team	<p>All staff have had training in the following area DLD</p> <p>ASC</p> <p>Zones of Regulation</p> <p>Deployment of TA</p> <p>Emotion Coaching</p> <p>Different staff have had training in the following areas</p> <p>Maths Specialism</p> <p>SLT Programmes eg R4M</p> <p>OT Programmes</p> <p>Catch UP Literacy</p> <p>Units of Sound</p> <p>ADHD</p> <p>Exam Access Arrangements</p> <p>First Aid</p> <p>Trauma Developed Learning</p> <p>First Aid in Mental Health</p> <p>Nurturing Attachment</p>
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SEND Leadership	<p>NASENCO Accreditation</p> <p>Middle Leaders Development Programme</p> <p>NCSL Leadership Diversity Programme</p> <p>Accredited Nurture Group (Boxall)</p> <p>ASD</p> <p>Catch Up Literacy</p> <p>Attachment and Trauma</p> <p>Differentiation</p> <p>Safeguarding ESCB</p> <p>Elkan</p> <p>DLD</p> <p>Emotion Coaching</p> <p>First Aid Mental Health</p>
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14

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### 5.12 Evaluating the effectiveness of SEND provision

**Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system includes:**

- Data collection each term from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and Subject Leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In-class additional support is reviewed by the SENCO through discussion and lessons observations. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by Senior leaders and line managers as part of the school appraisal system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- Termly Student Intervention Meetings are used to discuss key students who are at risk of underachieving

with Year Leader, Subject Leader, SENCO and Achievement Coordinator attending. Actions set at these meetings are reviewed with year teams and subject teams.

- The Assistant Head in charge of assessment, Headteacher and data manager are responsible for whole school data and track the school's progress against national standards. This provides guidance for subject leaders when planning the curriculum and additional support for students.
- At the start of Year 7 students are screened for reading and comprehension. All students complete CATS (cognitive abilities test). This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The schools' positive behaviour management system (SIMS) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a student is learning at school.
- We look for evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing i.e. that they are catching up with or exceeding their expected age levels.
- We seek verbal feedback from the teacher, parent and student.
- Formal or informal observations of the student's engagement and progress in school.
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

### **5.13 How effective is our SEND provision?**

#### **KS4**

100% of Year 11 students on SEND Support transferred to further education or employment

100% of Year 11 and Year 13 students with an EHCP transferred to further education or employment.

End attainment of 56% 5/4 (inc Eng and Maths) shows negative trend comparative to 2021 attainment (67%), but positive trend comparative to 2019 public exam outcomes (39%). This is an increase of 17%.

SEND progress is -0.4 and includes students within the Additional Resource Provision who were not entered level 2 qualifications.

### **5.14 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

Adaptations to the school site to ensure physical accessibility for all students have been made since the school was re-opened in 1998, and considerable improvements have been made to ensure that Elthorne Park is a fully inclusive community.

Students with SEND are fully integrated members of the school community. All students are encouraged to take part in extra-curricular activities at lunch time or after school. Support staff attend all one day trips to support students with SEND. A risk assessment is carried out prior to any off-site activity to ensure everyone's

health and safety will not be compromised. Where we consider an event unsafe for a student to take part in, we will look at alternative activities which will cover the same curriculum areas within school. Information and timetables for extra-curricular are placed on form tutor boards in each class room and are accessible to all students. Calendared events are accessible to parents/carers and students through the school website.

16

### **5.15 Working with other agencies**

The SEND department has regular contact with a number of outside agencies and liaises closely to seek



advice in relation to students with SEND. The following agencies work with Elthorne Park High School in the current academic year:

- LA SENDS (Special Educational Needs Service)
- LA Educational Psychology Service
- Speech and Language Service
- LA Occupational Therapy Service
- LA Behaviour Inclusion Service
- Clinical Psychology and Well Being Practitioners
- SAFE Adolescent Service
- CAMHS (Child and Adolescent Mental Health Service)
- Health agencies
- Connexions
- Social Services
- Springhallow Outreach
  - Music Therapist
  - Drama Therapist

A range of support services is available in Ealing and full use is made of the benefits they offer. The names of contacts and the service they provide are outlined in the SEND Services Guide, and specialist advice is requested whenever necessary.

The school recognises the importance of continuity and has established strong links with feeder schools, so that staff are aware of the needs of individuals before they arrive at Elthorne Park, and how they may best be provided for. A structured system of liaison has been developed and the transfer of information takes place at the time of transition from KS2 to KS3.

Links with local special schools have been established and Elthorne Park has recourse to training and advice from specialist colleagues. The development of this liaison will include opportunities for students from EPHS to work and learn with students with severe disabilities.

### **5.16 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCO Ms Carvey-White in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.17 Contact details of support services for parents of students with SEND**

Parents/carers main point of contact at school should always be their child's tutor. Parents/carers can start by contacting the tutor, who will be able to discuss your concerns. If they need to speak with other staff

help you arrange this.

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Ealing I SAID Service, offering independent, free advice for parents of children with SEND
- SAFE - Supportive Action for Families in Ealing
- Special Educational Needs and Educational Psychologist
- Ealing Speech and Language Communication Services
- CAMHS, Child and Adolescent Mental Health Service
- Ealing Parent Carer Forum
- Occupational Therapists

All of these support services can be found on Ealing's Local Offer [Ealing Directory](#)

### **5.18 Contact details for raising concerns**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's class teacher/ form tutor.

If you still feel concerned then please contact the SENCO/ Year Leader or Subject Leader to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Headteacher. An appointment can be made via the school office, or a message can be left asking him to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be SEND addressed to the Headteacher.

**The school's complaints policy can be found here**  
([Elthorne Park High Schools Complaint Procedure](#))

### **5.19 The local authority local offer**

Our contribution to the local offer is:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=O6ooRirumeU&localofferchannel=2-4>

Our local authority's local offer is published here: [SEND Local Offer | Ealing Directory](#)

## **6. SEND Register**

The SEND register is a confidential document which identifies the provisions that have been put into place by the school for students with SEND. The SEND register is the sole responsibility of the school's SENCO, who needs to ensure that records are promptly kept up to date and are available as required. The register is available on the schools shared area and SIMs to staff only and will include information about the students' need type and SEND status (SEND Support or EHCP). The parents and carers of students identified as having SEND prior to arriving at our school would have already been informed that their child has been placed on the

register by the students Primary and previous school.

The register is reviewed and updated regularly by the SENCO, using assessment data, achievement and behaviour logs, as well as information from staff. The SENCO will liaise with Year Leaders and their support team for each year to discuss the progress of individual students on the register. The information gathered will be used by the SENCO to decide whether a student should be moved on, up or off the SEND register. As the SENCO is responsible for maintaining the schools SEND register and any changes to this document can only be made at their discretion and agreement.

The procedures for amending the SEND register are as follows.

- In September the new Year 7s are added to the register based on the information received from Primary School (already identified as SEND) and the previous year's Year 11, 12 and 13 are removed if they leave or do not intend to stay on into the Sixth Form.
- The SENCO will liaise closely with the school's Deputy Headteacher for Inclusion Katy Reeves regarding students with Social, Emotional and Mental Health.
- Once the SEND register has been amended it will be placed on the SIMS.Net
- Form Tutors, Year Leaders and Support Staff for each year group are informed of the changes.
- A child may be placed on internal monitoring prior to being placed on the SEND Register. This is to allow progress to be monitored whilst interventions are put into place.

## Process for placing Students on the SEND register

The school will continue to use a graduated response as outlined in the SEND Code of Practice 2014. Please read the Assess, Do, Plan and Review section of this document for how we carry out this process. If a student is placed on the SEND register as having special educational needs they will be placed on the register needing SEND support. Once a student has been put on the SEND register the following will take place:

### Stage 1 Intervention

The SENCO/Year Leader may facilitate further assessment of the student's strengths and weaknesses to identify support required through discussions with staff, students and parents/carers. The student's class teacher/tutor will remain responsible for working with the student on a daily basis and for planning personalised strategies and individual programmes to support the student, with the advice from the SENCO. Parents/carers will be consulted and kept informed of the action taken to help their child and how they could help their child at home. Interventions at this stage are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

### Stage 2 Intervention

The triggers for this stage of intervention could be that, despite receiving an individualised programme and/or concentrated support:

- The student continues to make little or no progress over a long period. S/he continues to work at levels significantly below that expected of a child of a similar age.
- The student continues to have difficulty in developing literacy and numeracy skills.
- The student requires direct intervention from specialist service for Sensory or physical needs.
- The student continues to have ongoing difficulty in terms of communication or interaction that causes substantial barriers to learning.
- The SENCO may make a request for support from external services such as Speech and Language therapist, Educational Psychologist, Occupational Therapist or Ealing Special Educational Needs Service, SAFE Adolescent Service, CAMHS (sourced from the LA or externally). This will follow after the SENCO has liaised with the student's parents/carers of the schools concerns and sought their agreement in involving external expertise.

### Stage 3 Intervention

- The parents and carers of students can also request for a statutory assessment. The application for an Education, Health and Care Plans will combine information from a variety of sources including:
  - Views of the student, parents or carers.
  - Views of the school - evidence of the nature of the student's SEND (physical, emotional social development and health needs), academic attainment and progress.
  - Evidence of actions taken by the school to support the student.
  - Evidence that progress is due to Additional SEND support in place.
  - With 18 +, whether staying in education would help them make a successful transition into adult life.
  - Involvement of other professionals which may include the Educational Psychology Service, Social Services and Health services.
  - Information gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set will be used by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.
  - Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Information on the assessment process and what should be included in the EHC Plan can be found in the SEND Code of Practice Chapter 9.

For a small number of students where there is ongoing-concern, a reduced curriculum may be offered following discussion at SEND plan and with the approval and agreement of the SENCO. Such a decision is made in the best interests of the student and will be done so in consultation with parents/carers, external agencies (where applicable) and external professionals such as Educational Psychologists.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Reviews of students' progress take place regularly, as recommended in the Code of Practice; this is done in consultation with the staff, parents/carers and other professionals as appropriate. At the Review future provision for the child is arranged as necessary.

### **6.1 Criteria for exiting the SEND register**

The register is reviewed and updated termly by the SENCO, using assessment data, achievement and behaviour logs, as well as information from staff following Student Progress meetings. The SENCO will liaise with the Year Leaders and their support team (TAs and PSWs) for each year to discuss the progress of individual students on the register, as to whether or not they have made sufficient progress to move off the register.

Students will be removed from the register if they:

- Have made adequate progress
- Their progress is in line or above their expected target set against their KS2 data.
- Leave the school or decide not to remain in our Sixth Form.
- Students will be removed following a review meeting. The views of our parents/carers play an important role in this process and will be taken into consideration but the final recommendation to exit a student from SEND provision will be at the discretion of the SENCO and always in the best interests of the student concerned.

## 6.2 Criteria for exiting the SEND register

**The success of the school's SEND policy and provision is evaluated through school self evaluation and analysis of assessment data. The SENCO, Year Leaders and Curriculum Leads will also review through the following:**

- Monitoring of classroom practice through learning walks and observations
- Learnings visits focusing on use of student profiles and data to support planning and differentiation
- Discussion with students and parents/carers
- Fortnightly SEND department meetings to share best practice and concerns
- The school's positive behaviour management system (SIMs) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides the Pastoral teams with evidence for how well a student is learning at school.
- Analysis of student tracking data and assessment results for individual students and cohorts in line with data harvesting
- Concerns flagged up to relevant stakeholders in Curriculum and Year Meetings
- Termly data focus in year and curriculum teams on the progress of SEND and provision audit with that team
- Termly student progress/intervention meetings focusing on the impact of current provisions
- Progress of Intervention programmes for SEND is reviewed every term, which might include testing. These programmes are reviewed by the SENCO, who use the information to plan and design the next term's intervention programme.
- In-class additional support is reviewed by the SENCO through discussion and lessons observations.
- TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- The views of parents/carers and students are sought about the provisions that are being received by the student during formal and informal meetings.

### **The school will also complete:**

- Hold a consultation from the LA Advisor for Inclusion
- The SENCO will complete the SEND Annual Review and Departmental Action Plan
- Self-evaluation of the department by the SENCO through line management meetings.
- Work with the LA to complete a SEND audit (annually).

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Teaching and Learning

