



THE COLNE

COMMUNITY SCHOOL & COLLEGE

Special Educational Needs and Disability (SEND) Policy

Approved	Autumn Term 2023
Review Cycle	Annually

Executive Headteacher: Neil Gallagher
Head of School: Steven Crane
The Colne Community School and College, Church Road, Brightlingsea, Essex, CO7 0QL
Tel: 01206 303511 | Email: mail@colne.school
www.colne.school

The Sigma Trust, a company limited by guarantee, registered in England and Wales
Registered Office: Walton Road, Clacton-on-Sea, Essex. CO15 6DZ Tel: 01255 424266
Company No 7926573



Contents

1. Our Rational and Our Aim	3
2. The Role of the Governor	4
3. Provision for SEND students	4
4. Admission and Transition Arrangements	5
5. HAVEN approach	6
6. Funding and Allocation of Resources	6
7. Identification of SEND need	6
8. Responsibilities of Subject Leaders and Teaching Staff	9
9. Access to Extracurricular Activities	10
10. Links with Other Support Services	10
11. Partnership with parents/carers of students with SEND	11
12. Evaluating the SEND policy	11
13. Governors' Responsibilities	12
14. Complaints Procedure	12

1. Our Rationale

1.1 The Colne Community School and College is committed to offering a fully inclusive education which allows for the best possible progress of all of our students. The provision for students with Special Educational Needs and Disability (SEND) at The Colne Community School and College is managed and delivered through the Learning and Student Support Department, which includes The HAVEN which is an enhanced provision for Social Emotional Mental Health.

1.2 Students are admitted to the school in line with the school's admission procedure. The school makes provision in accordance with the SEND Code of Practice 2014, the SEN and Disability Act 2001), the Index for Inclusion (3rd edition, 2011), and the SEND Green paper 2022. Our SEND Policy and our practice aims to reflect these principles and ensures that student views are central to our practice.

1.3 The provision for students with Special Education Needs and Disability is a whole school approach and in conjunction with teachers, parents/carers, the local authority and other specialist services we are committed in providing all students the full access to a common, balanced and differentiated curriculum. We aim to narrow the attainment gap between SEND and non-SEND students and maximise progress through targeted interventions based on individual needs.

1.4 Our Special Education Needs Co-Ordinator (SENDCO) is: Christopher Fox

1.5 Our Assistant SENDCO is: Aimee Taylor

1.6 Our Non-teaching Assistant SENDCO is: Megan Hutchings (acting)

1.7 Our SEND administrator is: Michelle Millar

1.8 The Learning Support Department and the SENDCO can be contacted via the main school's number (01206 303511) or by emailing senco@colne.school

1.9 Students are identified as having a SEND need where their learning difficulty or disability calls for special educational provision, that is provision additional to or different from that normally available to students of the same age. Students at the Colne Community School and College have a range of difficulties which can be identified in terms of cognition and learning, communication and interaction, social, emotional and mental health difficulties and physical neurological impairment which includes sensory needs. The school works in partnership with parents/carers, carers and other outside agencies to identify the needs, provide support for and monitor the progress of all students with SEND.

1.10 This policy should be read in conjunction with the School's information report found on the school website and the Local offer (www.essexlocaloffer.org.uk).

1.11 School SEND Aim

- The school aims to ensure that all students, regardless of ability, have complete access to a broad, balanced and challenging curriculum.

- To provide a scaffolded curriculum which meets the needs of individuals.
- To provide an education that enables all students to make progress, achieve their best, become confident individuals that enable them to successful transition into adulthood, whether into employment, further or higher education or training,
- To ensure that all members of staff understand that they are all teachers of students with special educational needs and that they provide tailored support that meets the needs of all students.
- To make reasonable adjustments for those with a disability by taking action to enable access to the curriculum, the environment.
- To ensure that students with SEND take as full a part as possible in all school activities.
- That students and parents/carers are kept fully informed about their attainment and progress.
- That students are where appropriate, actively involved in all decision making, as part of a student centred approach
- Identify the needs and monitor progress of all students.
- Develop and implement one page profiles for students identified with an Education, Health Care (EHC) plan or SEND support on the SEND register.
- Work effectively with outside agencies in order to meet the additional needs of individual students.

2. The Role of the SEND Governor.

2.1 Governors have responsibility for the strategic overview of, and the implementation of, the SEND Policy. The day-to-day management and organisation of SEND at the Colne Community School and College is the responsibility of the Principal and SENCO. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND governor, will ensure that they are up to date and knowledgeable about the school's SEND provision.

2.2 The SEND Governor: Diana Fletcher

3. Provision for SEND students

3.1 We aim to provide a wide range of support to meet the individual needs of students. This is monitored using a graduated approach (Assess, Plan, Do and Review) and effective provision mapping aims to ensure students have timely and appropriate interventions that match their needs.

3.2 Support includes;

- Special Educational Needs Co-ordinator (SENDCO) - Leading, guiding and co-ordinating provision for children with SEND. This includes evaluating the impact of all interventions designed to support and enhance learning and supporting staff in meeting the needs of all students on the SEND list.
- SEND team who maintain the SEND list and records of students with SEND, organise review meetings including reviewing the progress of all students on the SEND list. Ensuring

that appropriate student profiles are in place and that relevant background information about children with SEND is collected, recorded, distributed and updated. Liaising with external agencies as appropriate

- LSAs to extend on support offered within the classroom.
- Access to specialist teachers and the Educational Psychologist
- Student Support staff
- Key Mentors
- Specific literacy and numeracy interventions including the accelerated reader programme.
- Social, Emotional and Mental Health Intervention through The HAVEN and ELSA
- A Positive Referral to the Behaviour Support Centres
- Exam access arrangements
- A Behaviour for Learning policy
- Referrals to outside support agencies
- Opportunities for in school Counselling and external counselling services.
- Curriculum choices at the end of Year 9 that meets the needs of students of all abilities.
- Extra-Curricular Clubs for all children with SEND
- Speech and Language therapies through external providers
- Access to quiet rooms
- Break and Lunch support clubs

4. Admission Arrangements and Transition Arrangements

4.1 See Admissions Policy.

4.2 The SENDCO will attend Year 5 and Year 6 annual reviews of students with EHC Plans where possible. Students on the SEND list at Primary school are discussed during meetings between primary and secondary colleagues during the summer term prior to their admission. Students are encouraged to attend as many transition visits during this term as are needed to facilitate a smooth transition in Year 7.

4.3 For students that join the school in year, the SENDCO or Assistant SENDCO will liaise with parents and the pastoral team to create a support plan. One Page profiles and One Plans will be created according to need.

4.4 The SENDCO liaises with Colleges of Further Education to ensure the smooth transition of students as they prepare for leaving school at 16.

5. The Haven

5.1 The school has a team of Haven practitioners who specialize in supporting students with a variety of social, emotional and communication needs through a range of therapies delivered on site. This takes information from the Thrive approach, Attachment Theory, Educational Psychologists and specialists such as Tina Rae.

6. Funding and Allocation of Resources

6.1 The School receives funding for SEND from the EFA (Education Funding Agency) and the Local Authority. As a school we aim to ensure that students who have educational needs are met to the best of the school's ability with the funds available. The Colne Community School has a team of LSAs who are funded from the SEND budget and who deliver a range of programmes that are designed to meet students' needs and this includes The Haven provision. The budget is allocated on a needs basis and those who have the most complex needs are given the most support which often involves an LSA.

6.2 The majority of support given to students is provided in-class as outlined in the SEND Code of Practice, 2014 which places the emphasis on high quality teaching to secure student progress. We have a policy of not withdrawing students from classes at the beginning of Year 7 (unless they are within the auspices of the Enhanced Provision). We aim to provide students with provision tailored to their needs, in line with Essex County Council Guidance (The ordinarily available) and Learning Support Assistants are deployed according to need.

7. Identification of SEND need

7.1 Students are identified as having an SEND need through a variety of ways which include;

- Liaison with previous school
- Child performing below age related expected attainment / progress
- Concerns raised by parent
- Concerns raised by teacher / pastoral team at panel meetings
- Liaison with external agencies
- Health diagnosis which leads to the need for additional support
- SENDCO / Senior LSA will observe pupils in the subject area and suggest strategies that can be implemented by the class teacher and reviewed after the next review date.

7.2 Prior to entry

- The SENDCO regularly liaises with the feeder Primary Schools and visits them during the summer term to obtain information about that year's intake.
- The SENDCO will attend EHC plan reviews or other reviews of students on the SEND register.

- Advice is received from outside agencies, including Statutory Assessment Services (SAS), where a child with significant needs is transferring.

7.3 **Post entry**

- The Special Educational Needs list is available to all authorised staff. It is collated by the SEND administration assistant and is regularly updated to reflect the current situation of the students on the list. Each individual student has a copy of their student one page profile attached to their entry on the register which highlights strategies to assist staff in meeting the student's particular needs. Staff are alerted to any major changes in the list through "Briefings" and emails, this includes any new additions to the SEND list.
- The SENCO/ Assistant SENDCO meets fortnightly with the House Managers in Panel meetings to review provision for all students and amend the SEND list as required.

7.4 Once a student has been identified as requiring additional provision, the cycle of assess, plan, do, review is adopted which ensures that provision is evaluated and adapted to the changing needs of the students.

7.5 **SEND Categories**

All students who are judged to have SEND are classified into 3 categories (SEN Reform Act 2014) and these are identified as High Quality Teaching, Additional School Intervention and Support and High Need.

7.6 **High Quality Teaching**– the focus is on High Quality Teaching, whereby each teacher is responsible for providing all students with a learning need, a fully inclusive and scaffolded lesson dependent on their specific requirements.

7.7 A student is identified as needing provision additional to, or different from, that provided as part of normal class activities.

7.8 The triggers for additional intervention will be backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress, even when teaching approaches are targeted to meet an individual's area of weakness;
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques employed by the school.
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

7.9 **Additional School Intervention or Support**– this involves external agencies where available, e.g. specialist teachers, mental health services, school nurse, or behaviour support etc.

7.10 The triggers for this intervention could be that despite receiving support under High Quality Teaching the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of young people of a similar age;
- Continues to have difficulty developing literacy and numeracy skills;
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

7.11 **High Need (EHCP) Intervention**– these few students currently have an Education, Health and Care Plans which has arrived at after intensive assessments by teaching staff and medical opinion. Parents' views are sought and the Educational Psychologist (EP) will run various assessment activities. Then a recommendation is made by the EP to the Local Authority who decides on the award (or otherwise). The SEND Reform of 2014 will ensure that all outside agencies, parents and teachers are involved in all stages of creating the EHCP.

7.12 Where a request for a statutory assessment is made to the Local Authority SEND team, the student will have demonstrated significant cause for concern and the school will provide written evidence detailing:

- The school's action through High Quality Teaching and Additional intervention;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- Levels of attainment in literacy and numeracy;
- Educational and other assessments, for example from an advisory specialist support teacher, or an educational psychologist;
- Views of the parents and of the student;
- Involvement of other professionals, for example, involvement by the Social Services or Education Welfare Service.

7.13 Funding may be allocated with the award of an EHCP to provide extra support for a student from a Learning Support Assistant (LSA), or guidance will be given as to how to support the child.

7.14 **Review Process**

Additional Support

- Progress is reviewed regularly and further reviews may be required to adjust provision
- Progress towards targets sheets are completed by all teaching and pastoral staff
- Parents/carers complete a parents view form which is returned prior to the review
- The student completes a student's view form which is also completed prior to the review.
- Parents/carers and the student are invited to attend the review
- Progress is monitored and targets are discussed and set with the student.
- The student profile is reviewed and a new profile is attached to their entry on the register after the review. The one page profile includes short-term targets, strategies which can be used in class and advice for the student and their parents/carers.
- Staff are made aware of this through "Briefings" and emails.

7.15 High Need - Education Health Care Plan (EHCP) students

- All students with Education Health Care plans will have a formal annual review led by the SENDCO. The student, parents/carers, Key worker, House Manager and representatives of any outside agencies are invited to attend.
- Two additional reviews can be conducted throughout the year.
- Prior to the reviews, teaching and pastoral staff of the student feedback on progress towards targets.
- The student completes a student's views form before attending their review.
- The parents are sent a parents view form which they complete and return to the SENDCO prior to the review.
- The student profile is reviewed and a new profile is attached to their entry on the SEN Register
- Staff are alerted of this through "Briefings" and emails.
- Data from interventions are sought

8. Responsibilities of Subject Leaders and Teaching Staff

8.1 SEND is a whole school responsibility which is supported and Co-ordinated by the SENDCO and Principal.

- It is the responsibility of all teachers to ensure they know the needs of students with SEND, the barriers to their learning and employ strategies to help the student progress.
- Teaching staff must use the latest copies of the student profiles for the students they teach to plan lessons which meets the needs of all learners.
- All staff ensure that SEND documents remain confidential at all times
- The Subject Leader will ensure that the curriculum is accessible, stimulating and challenging to all students and that students with SEND are monitored to ensure they are making progress in line with their peers. Where students are not making progress in line with rest of the cohort, subject leaders will liaise with the SENDCO.

9. Access to Extracurricular Activities

9.1 All students with SEND are provided with full access to the school's extracurricular activities including residential trips. Additional staff are allocated to trips to support student's needs where necessary.

9.2 A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

10. Links with other Support Services

10.1 In order to support some of the students with Special Educational Needs we have access to a number of outside agencies. The most frequently used are:

10.1.1 The **Educational Psychologist (EP)** If the input of the EP is necessary, the school will commission this service as appropriate.

10.1.1.1 Parents/carers will be asked for permission for their child to see the EP if appropriate.

10.1.2 **Specialist Teachers** are made available to us in cases where this type of support has been indicated on a statement or on a few occasions where this type of intervention has been requested and the request has been accepted. The most common type of support would be in the area of physically or neurologically impaired students (PNI).

10.1.3 We can refer a student to **Mental Health Services (EWMHS)** if there are concerns about their emotional well-being. The referral will be considered by a multi-disciplinary panel and allocated an appropriate service to meet the student's needs. . These services work with young people and often their families as well. The referral takes place with parental consent and they support students with a wide range of emotional difficulties.

10.1.4 **North East Essex Co-operative Academy (NEECA)** works with students with long term medical difficulties which prevent school attendance and can in rare cases offer home tuition if there are medical reasons for long term absences. In this case the school will call a SEND support meeting and an action plan will be agreed. The service can offer a maximum of five hours a week. Tuition may take place in an off-site provision/ in school and/or at home.

10.2 There is a policy of close consultation with outside agencies in order to support students who may have problems outside the normal remit of the school.

11. Partnership with parents/carers of students with Special Educational needs and Disabilities

11.1 Partnership with parents/ carers is vital to enable students to make sustained progress and for the individual needs of students. The Colne Community School and College ensure regular contact with parents/carers of students on the SEND list. Parents/carers may also contact their child's House Manager who will then pass on the concern to their Learning Support contact at their regular meeting.

11.2 How can parents help?

- Discuss any issues with a Form Tutor, Pastoral Team or SENDCO
- Read regularly with your child
- Support the School with the Behaviour for Learning policy (BfL)
- Accept a professionals referral when it is offered
- Aim for 95% attendance or above with your child
- Check your child is properly equipped for school
- Encourage children to go to Extra Curricular Clubs
- Attend all reviews and parents' evenings

12. Evaluating the SEND Policy

12.1 Parent and student view forms are completed before a student is reviewed. Their views enable the Learning and Student Support Department to assess the effectiveness of the SEND Policy.

12.2 The policy is also reviewed termly through the Faculty Improvement Plan which is completed by the SENDCO. The targets from the action plan are evaluated in terms of the success criteria and reviewed as appropriate. SEND student progress is reviewed regularly in line with data from GO4Schools.

13. Governors' Responsibilities

13.1 There is a named governor (Ms Sarah Hennessy) who is linked to the Learning and Student Support Department. The governor regularly meets the SENDCO to discuss progress and development within the Department together with any issues which may have arisen.

13.2 According to the Code of Practice (2014), the Governing Body must:

- Do its best to ensure that the necessary provision is made for any student who has special educational needs.

- Ensure that, where the “responsible person” – the head teacher or the appropriate governor – has been informed by the LA that a student has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child’s needs.
- Report to parents/carers on the implementation of the school’s policy for students with special educational needs
- Have regard to this Code of Practice when carrying out its duties towards all students with special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

13.3 Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

14. COMPLAINTS PROCEDURE

14.1 It is hoped that close home-school liaison will minimise the need for complaints but should they arise, parents/carers are encouraged to contact the **SENDCO** at the school by telephone or letter in the first instance.

14.2 We undertake to reply to the complaint within 15 school working days. If the complaint cannot be resolved then the matter is referred to the headteacher who will seek to resolve it in 15 school working days. If this intervention fails to yield satisfactory results then the matter is referred to the Chair of Governors who will carry out an investigation and consider all evidence. Following this stage a complaint can be made in writing within 10 days to the Chair of Trustees who will seek to resolve the situation in 15 working days.governing body and ultimately a Governor Complaints Committee. A written response will be sent out.