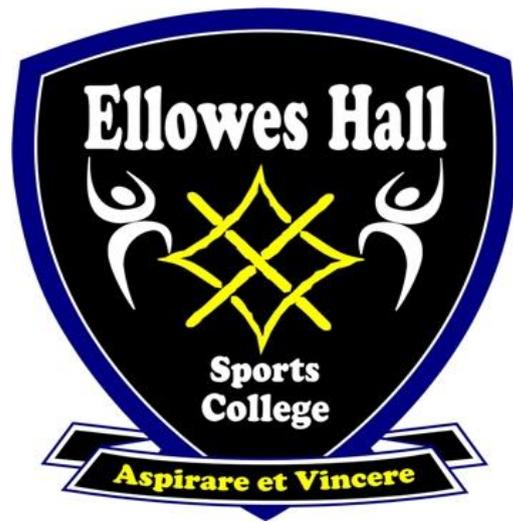


Ellowes Hall Sports College



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY 2020

Approved by the Governors: September 2020

Policy Co-ordinating Officer: Director of SEND

To be reviewed by the Governors: July 2021

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SEND POLICY

Mission Statement

Ellowes Hall Sports College values the abilities and achievements of all our students, setting meaningful and challenging targets to raise both the progress and attainment of everyone. We recognise that every child is an individual, who may require additional provisions during their learning journey, assisting them in achieving their aspirations.

As a school, we will aim to identify and support additional needs, working closely with parents/carers, students, and, when necessary, external services, ensuring suitable provisions and reasonable adjustments are applied. Ellowes Hall Sports College strongly believes that students with special educational needs and disabilities (SEND) have the same entitlement as their peers to access a high quality education.

We are committed to offering an inclusive and robust curriculum, and aim to maintain awareness of additional needs. This vision allows for all members of the school community to share responsibilities in delivering lessons which are accessible to those students who have SEND. Ellowes Hall Sports College endorse the notion that: 'every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students.'

Aims and Objectives

We aim to provide every student with access to a broad and balanced education, corresponding to the National Curriculum (2014) and Special Educational Needs Code of Practice 0-25 (2014).

This policy outlines how Ellowes Hall Sports College aims to:

- Create an environment which meets the SEND of each child, enabling them to achieve their learning potential, and encouraging them to engage in activities alongside their peers.
- Request, monitor, and respond to parents/carers, and student views' in order to develop collaborative and productive relationships.
- Ensure a high level of staff expertise to meet the needs of students through targeted, continuing professional development (CPD).
- Ensure reasonable adjustments are made, enabling students to have full access to all elements of the school curriculum.
- Ensure a cooperative and productive partnership with Local Authorities and other outside services, adopting a multi-professional approach in meeting the needs of learners with SEND.

Definition of Special Educational Needs

Children are considered to have special educational needs if they have a learning, or social and emotional difficulty, which calls for special educational provision to be made for them. At Ellowes Hall Sports College, students are considered to have a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have significantly greater difficulty in maintaining appropriate behaviour than the majority of students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children, of the same age, in schools within the area of the local education authority.

If required, students may be placed on the special educational needs register, receiving SEND Support, with the approval of parents/carers, to help the school better respond to one or more of the four areas of need identified in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health (SEMH) difficulties
- Sensory and Physical Impairment

The Governing Body will continue to have regard to the Code of Practice when carrying out its duties towards all students with SEND. As student needs should be seen as fluid, SEND strategies and interventions will be monitored for impact to ascertain whether removal from the SEND register is required. Should students make significant progress in their area(s) of need, Ellowes Hall Sports College will liaise with parents/carers to discuss the possible removal of students from the SEND register. The Special Educational Needs Code of Practice 0-25 (2014)

In accordance with the Equality Act 2010, those who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on [the] ability to do normal daily activities' are recognized as having a disability. This definition includes sensory impairments and long term health conditions. Although students with special educational needs (SEN) may not be classified as having a disability, there may be a significant overlap. Consequently, where a disabled student requires special educational provision, they will also be covered by the SEN definition.

It is stipulated in the Code of Practice (2014), that 'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' Additionally, schools and services should not discriminate against a student for a reason 'arising in consequence of a child or young person's disability.'

At Ellowes Hall Sports College, students with a disability or SEN, will be identified as part of the school SEND overview, so that provisions to meet their needs can be routinely planned for, and monitored. As students progress, they may be removed from SEND support. When monitoring progression, the below factors will be considered to determine whether they may have had an impact on student achievement:

- Disabilities.
- Attendance and punctuality (please refer to the school's Attendance Policy).
- Health, welfare, and wellbeing.

- English as an additional language (EAL).
- Being in receipt of Pupil Premium (PP).
- Being a Looked After Child (LAC).

The monitoring and assessment of progress will be carried out by the SENCo in collaboration with: teaching staff, Learning Support Assistants (LSA), relevant external services (when they have been involved with the provision process), the Designated Safeguard Lead (DSL - where applicable), and Senior Leadership Team (SLT)/Head Teacher.

Identification and Assessment of Special Educational Needs and Disabilities

Ellowes Hall Sports College is committed to early identification, assessment and intervention of special educational needs, adopting a graduated response to meeting students' requirements in line with the Code of Practice.

Prior to working with students, we have to understand their needs. On entry, each student's current attainment will be assessed to provide an insight into their abilities. If a student has already been identified as having a special educational need in their previous setting, this information will be transferred to the SENCo as part of a handover. This allows for the dissemination of relevant details and strategies to teaching and support staff, assisting the development of an appropriate curriculum.

If, despite significant support and intervention, the school has evidence that a student is not making sufficient progress, teachers will notify the SENCo of their concerns via the internal referral system. At this stage, the SENCo, in collaboration with relevant staff members, parents/carers, and students, may seek further advice, consultation, or assessment from external professionals.

Adequate progress can be identified as:

- Closure/reduction of the attainment gap between the student and their peers.
- Increased rate of student progress.
- The student's ability to access a full curriculum.
- Improvements both socially and academically.
- Developmental improvements.
- Increase in resilience and positive behavioural patterns.

English as an Additional Language:

Lack of competence in English must not be equated with learning difficulties as understood by the Code of Practice. At the same time, students who have an additional language, and are making less progress by comparison to their peers and age related expectations, may have learning difficulties.

The identification and assessment of the special educational needs of students whose first language is not English require particular care. A student must not be regarded as having a learning difficulty solely because the language, or form of language used at home, is different from the language in which he or she will be taught. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance. This will assist in establishing whether the problems they have are due to limitations in their command of the language predominantly used in their learning environment, or if it arises from special educational needs.

Graduated Approach to SEND Support

The support provided by Ellowes Hall Sports College consists of a three part process: 'Assess, Plan, Do, Review' (see Appendix One), in accordance with the Code of Practice, paragraph 5.38. This is an ongoing process which enables provisions to be revised and adapted, as understanding of student needs is gained. This process allows for the measured outcomes of applied strategies to be evaluated for effectiveness in supporting the student. The implementation of the process will be carried out in consultation with parents/carers, and the student, on a termly basis, to ensure a partnership is established, and all perspectives are taken into account, (Code of Practice, paragraph 5.37).

Quality First Teaching (QFT):

As stipulated in the Code of Practice, paragraph 6.19, the first response to student needs should be 'high quality teaching', which targets 'areas of weakness'. At Ellowes Hall Sports College, all teachers are expected to deliver QFT that is differentiated and personalised.

The learning and attainment of all students is carefully monitored on a regular basis by: teachers, Heads of Department (HoD), Heads of Year (HoY), and members of the Senior Leadership Team (SLT). Students who are significantly below their expected range of progress and attainment will be identified as a concern, and reasons as to what may be causing this will be fully explored, in collaboration with relevant staff members.

Teachers will take steps to provide differentiated learning opportunities which will assist progression, and enable them to better understand strategies and teaching styles most suited to the student. If required, the strategies deployed can be undertaken with the advice of the SENCo, prior to any application of SEND Support. Should, once strategies are exhausted by teachers and HoD, there be no significant improvement, a referral will be made to the SENCo for full investigation.

SEND Support:

Where it is determined that a student does have SEND, parents/carers will be formally advised and the student will be added to the SEND overview, and provision map. The aim of formally assessing strategies and student needs is to help the school ensure that effective provision is put in place, removing barriers to learning and facilitating progress from individual starting points.

When SEND Support is deemed necessary, the APDR process is applied; robust, specialised, and measurable strategies are deployed, in collaboration with parents/carers, and students. Students in

receipt of SEND Support may also require access to external specialised services, who offer further insight into their areas of need, and are fully qualified within the relevant field to advise the school of viable interventions.

Referral for an Education, Health and Care Plan (EHCP):

The majority of students with special educational needs or disabilities will have their requirements met by the school's SEND Support interventions. However, some students may benefit from an EHC needs assessment to determine whether it is necessary to make provision in accordance with an EHCP (Code of Practice, paragraph 9.1). The purpose of an EHCP is to make special educational provision to meet the needs of students, securing the best possible outcomes for them across education, health and social care, and prepare them for adulthood (Code of Practice, paragraph 9.2).

The application for an EHCP will combine information from:

- Parents/Carers.
- Social Care.
- Virtual Schools (for LAC students).
- SENCo.
- Health Professionals.
- External Services (those who have previously or are currently working with the student).

During the process, information will be gathered in relation to the current provision provided, actions that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local Offer:

<https://www.dudley.gov.uk/resident/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

Dudley SENDIASS Helpline: 01384 817373

<https://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

Email: dudley.sendiass@dudley.gov.uk

For detailed information regarding EHCPs, please see the Code of Practice, Section 9:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Arrangements for Special Educational Provision

Ellowes Hall Sports College believe that 'every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students.' To assist staff in perpetuating this notion, and providing QFT and SEND strategies, teaching staff (and support staff) are able to:

- Access the SEND Policy.
- Access the SEND Information Report.
- Access Pupil Provision Plans (PPP).
- Access One Page Profiles (OPP).
- Access QFT teaching strategies, readily available on the Teacher Toolkit.
- Access specific activities and strategies related to the most prevalent areas of need within the school.
- Access other supporting school policies, which offer supporting information in relation to the SEND Policy.
- Access Educational Endowment Foundation advice in relation to SEND.
- Access an overview and rationale to Learning Support Assistant (LSA) deployment.
- Access historical data and documentation related to individual students.
- Access information regarding Dudley's SEND Local Offer.
- Make referrals, via the Teacher Toolkit, to the SENCo.
- Have personal use of SEND CPD Booklets detailing information related to the most prevalent areas of SEND within the school.
- Partake in staff training sessions related to the Code of Practice, and prevalent SEND areas.

Focused SEND Interventions:

Alongside the necessity for QFT, Ellowes Hall Sports College understand that, at times, students require more focused interventions and provision to assist progress and attainment. As part of our commitment to ensure the best possible outcomes for students who have SEND, the following support is available, dependent on suitability:

- KS3 nurture (variant) groups delivered by fully qualified Nurture Practitioners and operated in accordance with Nurture UK. Student needs are assessed via observations and Boxall Profiles to evaluate their suitability for the intervention, and investigate their areas of need.
- KS3 Academic Resilience Literacy and Numeracy groups, underpinned by The Six Principles of Nurture (See Appendix Two). Groups are offered to students with low KS2 prior attainment to ensure they become 'secondary ready'.
- Catch-Up Literacy and Numeracy support delivered on an individual basis by qualified practitioners. An allocated Learning Support Assistant (LSA) assesses student needs over several sessions, and begins specialised interventions based on the 'Catch-Up' concept. Although this is predominantly aimed at KS3 students, Ellowes Hall Sports College recognises that all age ranges may benefit from this intervention, depending on their ability.

- Homework Hub, overseen and coordinated by LSAs, offering support to students from all year groups. Students with an EHCP or LAC status are automatically invited to join this provision, however, this support is not exclusive to these students.
- Handwriting Support, overseen and coordinated by a Specialist LSA, and monitored for measurable outcomes. Staff are able to refer students for this support, and they will be assessed for suitability.
- KS4 Nurture support adapted to suit the needs of older students and coordinated by fully qualified Nurture Practitioners. Ellowes Hall Sports College offer a range of provisions underpinned by Nurture UK's core principles to support KS4 students with SEMH and SEND needs.

Class Based Support:

- Individual Pupil Provision Plans, produced and uploaded to student Ello pages, providing all teaching staff with effective support strategies.
- In class support across the curriculum; LSAs work in class and under the direction of the subject teacher, following the EEF's Teaching Assistant deployment strategy, ensuring resilience and independence is encouraged amongst students.
- Specific and focused guidance for students with special educational needs to enable them to make choices which match their educational and social needs, enabling them to maximise their potential at KS4. This guidance is provided by HoY and the SENCo.
- Modified timetables for targeted students with SEMH needs in conjunction with HoY, the Director of Inclusion, and the SENCo.
- Use of laptops when external services have identified a specific need which may be assisted by an electronic device.
- Individual interventions dependent on a student needs, ranging from: advice about presentation, help with organisation, loaning of special pens/pencils/rulers, exercise books with coloured paper, and specialist support for speaking and listening exams.
- The SENCo works closely with the allocated SLT member who oversees Access Arrangements. This provision is carried out in conjunction with a fully qualified member of staff specialising in the assessment of Access Arrangements, and, in some cases, external services, as well as the Examination Officer.

Social, Emotional, and Mental Health (SEMH) Support:

- Both KS3 and KS4 students who are experiencing SEMH difficulties will, upon assessment of needs, have access to the SEND and Inclusion Department. The department is overseen by the SENCo, and offers a range of interventions to assist in meeting the needs of students who have barriers to learning. The department comprises a Restorative Room, which is supervised by the Inclusion Manager, under the guidance of the Director of Inclusion. Additionally, The Green Room, which is coordinated by a fully qualified Nurture Practitioner, and assisted by highly skilled LSAs, provides support for students with SEMH needs who require personalised provisions. Students with short term medical, or temporary access problems, are also supported within the department until they are able to return to full health.

- Reintegration programmes are organised by the SENCo in collaboration with HoY, the Director of Inclusion, and Nurture Practitioners.
- Counselling is available and delivered by an external service, alongside allocated practitioners from the Mental Health Support Team Trail Blazer.
- Nurture Groups are offered to KS3 students upon completion and evaluation of Boxall Profiling. Students are grouped in accordance with their year and developmental needs. KS4 students can access a range of small group support underpinned by The Six Principles of Nurture. In accordance with Nurture UK, groups are coordinated by fully qualified Nurture Practitioners, who hold a national certificate in professional practice.
- As part of a whole school approach, PSHE is overseen and coordinated by an allocated member of staff who works closely with: the SENCo, Director of SEND, Director of Inclusion, and Nurture Practitioners, to ensure SEMH needs are understood by students. A specific scheme of work is established and delivered to all year groups to raise self-awareness regarding emotional needs and resilience.
- In matters concerning Safeguarding, confidentiality means that any conversation or information given will be treated as confidential, and reported directly to the Designated Safeguarding Lead (DSL); it will not be shared indiscriminately with others. However, in order to protect the best interests of students, limited information may be provided on a strictly 'need to know' basis, with other professionals, enabling action to be taken by the appropriate people. For further information, please reference the school's Safeguarding Policy.
- Looked After Child/Children (LAC) are overseen by the SENCo, who is also allocated as the Designated Teacher (DT) for LAC. Personal Education Plan (PEP) reviews are completed by the DT only, and in the event of their absence, it is acknowledged that meetings may require rescheduling, or to be led by the DSL, if alternative dates are not agreed to by Virtual Schools. Additional needs are met by personalised interventions, initiated by the student's team, including the DT. Where it is felt that a LAC student is in requirement of external services such as counselling, the provider is agreed upon by the Social Care Team, Virtual School, and DT. Should the school feel that a LAC requires SEND, SEMH, or Restorative interventions, the team working with the student, including carers, will be notified, and the DT will initiate and oversee the provision. The DT forms a central point of contact for the student's external team, and internal school processes, in all matters.

Liaising with External Services

External support services are important in helping the school identify, assess, and make provision for students with SEND. Referral to services will be made by the SENCo in discussion with: HoY, SLT, and teachers. All external services involvement will be carried out with the permission of parents/carers. For a full list of external services used, please see Appendix Three.

Admissions for students with additional needs

For admissions, please refer to the Ellowes Hall Admission Policy and Arrangements on the school's website. All applications to Ellowes Hall must be made through Dudley Local Authority School

Admissions. Admissions for children with Education, Health and Care Plans are undertaken via a consultation process.

Transition

Primary Transition:

The SENCo works with primary school colleagues to ensure a transition plan is in place for all students with an EHCP or SEND Support; the work carried includes SLT/SENCO visits to primary schools. As part of the transition period students attend an Induction Week, with those acknowledged as having SEND joining a bespoke session, comprising a 'Getting to Know You' presentation delivered by the SENCo, an introduction to the SEND Team, followed by a 'Nurture Taster Session'. In addition, LSAs are deployed in lessons, throughout the entirety of the week, to conduct student observations forms, and build positive working relationships. Where possible, parents/carers of students who have an EHCP, or SEND Support, will be invited to attend a meeting with the SENCo to discuss more detailed transition plans, and complete a One Page Profile (OPP). If this is not suitable, all parents/carers and students will receive a 'Welcome Pack' posted or emailed, directly.

Post 16 Transition:

Towards the end of KS3, and throughout KS4, students are encouraged to visit colleges and explore Post 16 courses. At GCSE level, we work closely with Connexions and an allocated careers advisor to ensure relevant paperwork is completed for students with EHCPs, and those who are in receipt of SEND Support. If students partake in SEND, SEMH, or Restorative interventions, at any point, they will also be encouraged to consider future career aspirations, and Nurture Provision incorporates elements of careers advice.

During KS4 transition, all information is passed to college SENCos. Where appropriate, further meetings between school and Post 16 settings may take place to facilitate a more detailed transition. In addition, final EHCP reviews are arranged between the SENCo, Local Authority, and relevant external services, to determine the provisions required for KS5.

Supporting Students with Medical Conditions

Ellowes Hall Sports College recognises that medical conditions should be fully supported, enabling students to have access to education, including school trips and Physical Education. Some students with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Working with Students

At Ellowes Hall Sports College, consulting with students who have SEND, regarding their education, is of the utmost importance. The school values Student Voice, involving them in decisions regarding their provision. Students with an EHCP are invited to contribute their thoughts and feelings during

the annual review process, LAC are invited to PEP reviews, and partake in the completion of necessary documentation, whilst students in receipt of SEND Support are asked to complete One Page Profiles to help form strategies for support.

Working with Parents/Carers

A collaborative working approach with parents/carers is a priority in enabling students with SEND to achieve their potential. Ellowes Hall Sports College recognises that parents/carers hold vital information and have knowledge and experience to contribute to the shared view of student needs and the best ways of supporting them.

Parents/carers are encouraged to contact the school in a variety of ways, and when requested, meetings can be arranged to take place at a mutually agreeable time. Parents/carers of students with an EHCP are invited into school for annual review meetings. Both students and parents/carers are asked about their views regarding progress, learning, and support. The meeting gives parents/carers the opportunity to raise any concerns they may have regarding the student's special educational needs and the support received.

The SENCo will be available to meet parents/carers during all consultation evenings within the school calendar. All correspondence regarding individual needs and interventions are communicated home to parents/carers to ensure they are fully informed and updated with their child's learning. If necessary the SENCo will invite parents/carers into school to discuss any concerns, extra support, and to celebrate success.

Training and Resources

We aim to keep all staff up to date with relevant legislation, training, and developments, enabling them to support students, with confidence. The SENCo attends SEND courses, including Dudley's SENCo Network Meetings, in order to keep up to date with local and national developments. At Ellowes Hall Sports College, we recognise the need to train all of our staff in relation to SEND matters, and the SENCo, under SLT guidance, ensures CPD opportunities are suited to school development priorities and the most prevalent student needs.

Roles and Responsibilities

The Governing Body:

The Governing Body challenges the school and its members to secure necessary provision for students identified as having SEND. They ensure all staff are aware of the importance of providing a high quality education for students with SEND, whilst overseeing the effective use of funds and resources.

Senior Leadership Team (SLT) and the Head Teacher

Department Improvement Plans (DIP) form part of the School Improvement Plan (SIP), and the manner in which SEND provisions are delivered are closely monitored by the SLT, and authorised by the Head Teacher.

Coordination of SEND

At Ellowes Hall Sports College, SEND provisions are led and coordinated by the SENCo, who is overseen by the Director of SEND. As part of this role, the SENCo ensures the timely completion of: annual reviews, PEP reviews, updating and maintaining the provision map, disseminating strategies of support, liaison with parents/carers, staff, and outside agencies, and the timetabling and deployment of LSAs. The SENCo also oversees the SEND Department and interventions offered to students.

Teachers

Class teachers have a responsibility to deliver QFT and suitable educational provision within the classroom for students who have SEND. Teachers are responsible for liaising with Tutors, HoY, parents/carers, and the SENCo regarding the student's learning developments. Their work will entail, at times, directing and advising LSAs within the classroom, alongside ensuring they provide highly differentiated work to ensure it is accessible for students who have SEND.

Learning Support Assistants

LSAs work mainly within classroom settings supporting children who have SEND, and, in particular, those who have EHCPs. Ellowes Hall Sports College does not promote the 'velcro effect', and LSA deployment ensures that students experience inclusivity, and learn the importance of independent learning. To do so, and in correspondence with the Education Endowment Foundation's (EEF) 'Making the best use of teaching assistants' report (2020), the school applies the 'Self-Scaffolding Framework'. This ensures the correct level of support is used at the correct time, but also that students are comfortable to request help when needed, whilst gradually building confidence and resilience to tackle tasks with decreasing assistance.

In addition, the team of highly skilled LSAs conduct small group and 1:1 literacy, numeracy, handwriting, and SEMH interventions. Nurture Groups are coordinated and delivered by a specialist LSA who holds a Nurture Practitioner qualification, whilst the school is able to offer further specialisms in Mental Health First Aid, and Catch-Up Literacy and Numeracy sessions.

Bullying

Ellowes Hall Sports College adopts a zero tolerance regarding bullying, and ensures to mitigate the risk of any such acts towards vulnerable learners. For further information, please refer to the school's Anti-Bullying Policy.

Accessibility

We are committed to meeting the needs of students with SEND and aim to ensure that they have access to a broad, balanced and relevant curriculum, including activities outside the classroom such as educational visits (please see the school's Accessibility Plan). The school's extra-curricular enrichment is open to all students and the SEND Team supports and promotes participation in any of the offered activities.

Complaints

Complaints regarding students with SEND, about their provision, or any other matter, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Ellowes Hall School Complaints Procedure in liaison with the SENCo, and, if applicable, in coordination with the Director of SEND.

Reasonable Adjustments

In accordance to The Equality Act 2010, responsible bodies, such as schools, are expected to make reasonable adjustments for students with identified special educational needs and disabilities. Ellowes Hall Sports College understands that such needs pose barriers, or difficulties, when students access their educational settings, by comparison to peers of the same age. As a consequence, the school acknowledges that it will be necessary to consider individual requirements when applying school policies and procedures and suitable adjustments will be planned in collaboration between the SENCo and Director of Inclusion.

When considering the application of reasonable adjustments, the responsible body will refer to: The Equality Act 2010, the SEND Code of Practice 0 to 25 years, 2014, and the Children and Families Act 2014. Information regarding reasonable adjustments are outlined also outlined in the school's Conduct Policy.

For more detailed information regarding reasonable adjustments, please consult:

- The Children and Families Act,
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- The Code of Practice,
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- The Equality Act: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Monitoring and Reviewing of the SEND Policy

External services are reviewed at the end of each financial year. The SEND Policy is reviewed annually and updated as necessary.

Links with other Policies

It is advised that all policies should be read in conjunction with one another and are accessible on the school's website. Policies referenced within in this document include: the Conduct Policy (2020), the Safeguarding Policy (2020), the Attendance Policy (2020), and the Anti-Bullying Policy (2019).

Statutory Requirements

This policy complies with the statutory requirements outlined in the SEND Code of Practice 0-25, (2014). The policy has been written with reference to the following guidance documents:

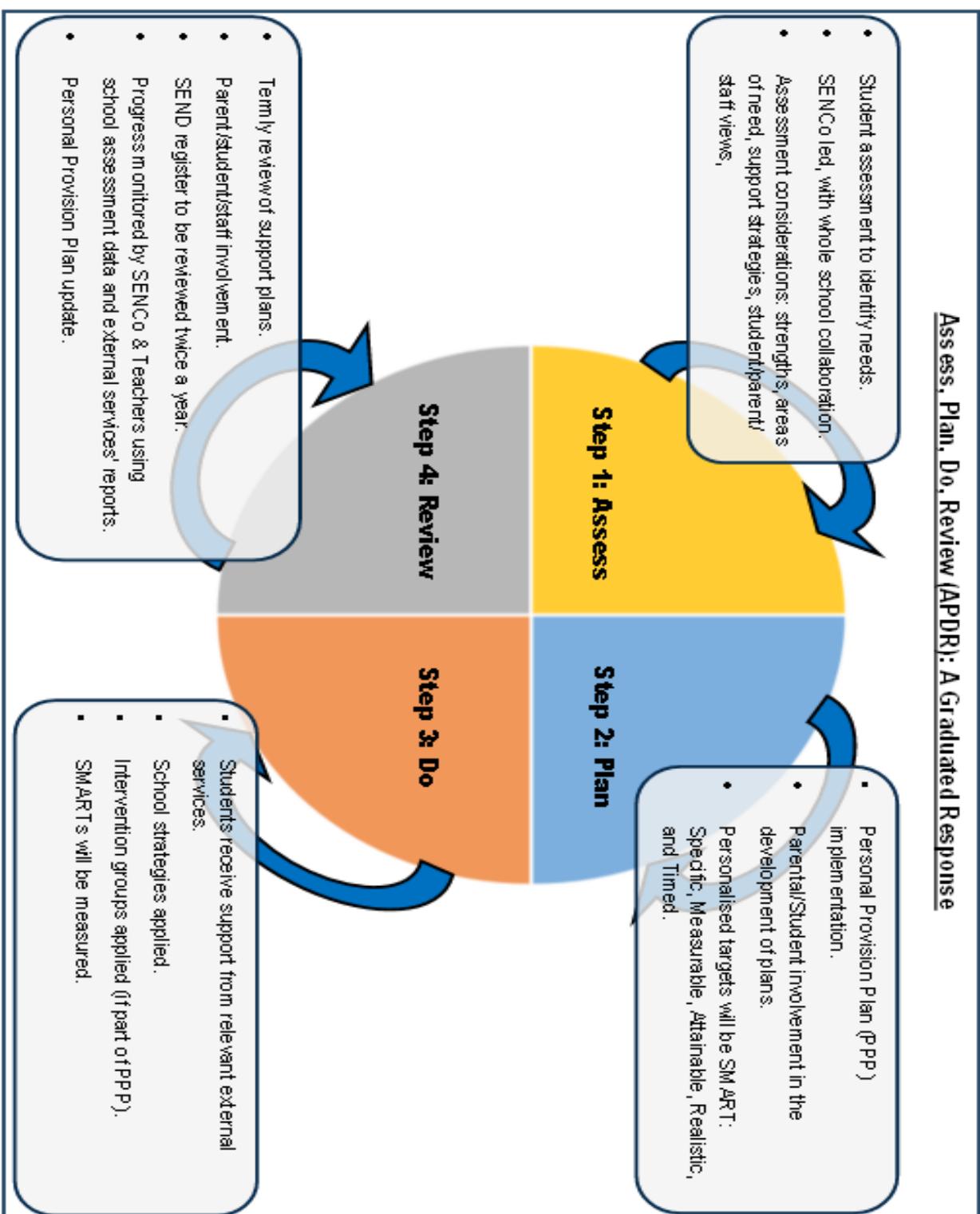
- Equality Act 2010.
- Special Educational Needs Code of Practice 0-25 (2014).
- National Curriculum (2014).
- Children and Families Act (2014).

Covid-19

Due to the impact of Covid-19, provisions outlined within this policy may be adapted to meet the health and safety guidelines established by central government. It will not be possible to provide all listed provisions whilst restrictions and zones are in place, but we will consider the needs of individuals, and make reasonable adjustments in collaboration and with the guidance of external services, and Dudley SEND.

Appendix One (Assess, Plan, Do, Review)

A graduated response to assess and plan for student needs is adopted using the APDR process:



Appendix Two (The Six Principles of Nurture)

The concept of Nurture highlights the importance of social environments and the significance of social and emotional skills in relation to wellbeing and behaviour. Nurture UK promote the following principles and their application school wide:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Appendix Three (External Services)

External Support Services who work closely with the school in order to support student needs:

Hearing Impairment Team (HI)	Members of the Sensory Inclusion Team support individuals with hearing impairments and monitor their progress across the curriculum. This involves termly or annual checks to monitor the effectiveness of hearing aids, if worn, and the management of these aids by the student. Advice is given to the school.
CAMHS	CAMHS Dudley is a community mental health service based within the Dudley Borough. The service is based at The Elms Health Centre and provides a service to children and young people up to the age of 16 years old who have a Dudley GP.
Autism Outreach Service	The Autism Outreach Service supports pupils with a diagnosis of autism, Autism Spectrum Disorder (ASD) and Asperger syndrome in mainstream schools as well as to families in the home
Visual Impairment Team (VI)	Members of the Sensory Inclusion Team support individuals with visual impairments and monitor their progress across the curriculum according to need. This involves regular checks to monitor student's vision usually termly or bi-annually. Advice and strategies are given to the school.
Speech and Language Therapy (SaLT)	Members of this team offer therapy to individuals who have speech and language difficulties. They provide regular checks in school, inviting parents to appointments. Updates are posted to both the school and parents advising of progress, and strategies for application.
Learning Support Services (LSS)	Learning Support Services provide a wide range of assessments to evaluate cognition, processing speeds, literacy, and numeracy levels. The service can also offer Dyslexia Screening, if it is felt necessary, which could form a vital part of the Dudley's Dyslexia Pathway. This purchased service is deployed after initial APDR processes, and school strategies, if it is felt that interventions applied haven't assisted the student in making progress.
Educational Psychology Services (EPS)	The school's Educational Psychologist assesses students referred by SENCo. The Educational Psychologist's report on a student is a fundamental part of any referral for additional support. The Educational Psychologist also visits parents/carers

	and attends Annual Reviews/Case Conferences, where appropriate.
Connexions Service	Connexions officers provide advice to all students from Year 9 upwards. Particular attention is paid to students on the SEND register. Connexions officers attend Annual Reviews for Years 9 and 11 students. Their advice forms part of the students' review and transition plan.
School Health Service	Parents/carers are asked to inform the school if students have medical conditions which might affect their learning or lives within the educational setting. Ellowes Hall Sports College has an NHS School Nurse regularly on site, with the aim of providing a high level of health care.
Counselling (The What Centre and Mental Health Trail Blazer initiative)	An initial assessment will be carried out by the SENCo, Director of Inclusion/DSL, and Inclusion Manager, prior to making an initial referral for counselling. LAC students who receive counselling, may see a different provider, as per Virtual Schools' recommendations.

Appendix Four (Key Contacts within School)

The deliverance of high quality teaching is the responsibility of all staff within the school, however, the SEND Department is overseen by the SENCo, in collaboration with an allocated SLT member. All provisions are ultimately agreed upon with the authorisation of the Head Teacher. Initial contact must be made via the SENCo, who coordinates the school's SEND provisions:

- Mrs C. Leslie - Head Teacher: cleslie@ellowes.dudley.sch.uk
- Miss S. Jones - Director of SEND: sjones@ellowes.dudley.sch.uk
- Miss C. Flavell - Acting SENCo: cflavell@ellowes.dudley.sch.uk