



ST PHILIP'S SCHOOL SEND POLICY AND INFORMATION REPORT

<i>Reviewer:</i>	Ben Walsh
<i>Approval body:</i>	LGB
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SEND policy and information report

AIMS

As a specialist provider, teaching pupils/students with SEND is the core business of St Philip's School. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils/students at St Philip's School will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the form tutor or head of year or key stage and then conveyed to the Local Authority as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils/students at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils/students and families in decisions regarding education and the meeting of the pupils'/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils'/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils'/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils/students with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils/students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

At St Philip's School we strive to provide a curriculum that is practical, vocational and exciting. Our curriculum prepares our young people well for adulthood as they develop the skills and knowledge required to live happy, healthy and successful lives; making a positive contribution to wider society.

The school is divided into four key stages. Key Stage 2 (Primary years 5 and 6), Key Stage 3 (Years 7 – 9), Key Stage 4 (Years 10 – 11), Key Stage 5 (Post 16, years 12 - 14).

All students follow a programme of study based on the National Curriculum, but adapted to suit their individual needs and to help meet the outcomes of their Education, Health and Care Plan.

Students focus on achieving accreditation outcomes which will provide them access to courses in Further Education Colleges when they leave school. This includes preparing for GCSE and Functional Skills exams.

Students in our Post 16 provision follow the Skills for Life program with a focus on increasing their independence throughout their time at St Philip's, with lessons focusing on literacy, numeracy, personal care, travel training, personal safety, work experience, enterprise and independent living.

Legislation and guidance

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 pupils/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, SEN co-ordinators (SENCOs) and the SEN information report

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

DEFINITIONS

A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

ROLES AND RESPONSIBILITIES

St Philip's School is a special school. Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every pupil/student is supported to achieve their maximum potential. Responsibility for oversight of SEND within St Philip's School sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

The SENDCO is Wendy Clements (wclements@stphilips-chessington.org) and Assistant SENDCO is Hannah Lofthouse (hlofthouse@stphilips-chessington.org).

They will:

- Work with the Principal and Teaching and Learning governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/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 pupils/students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils'/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 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 pupils/students with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers/form tutors

Each class teacher is responsible for:

- The progress and development of every pupil/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 Senior Leadership Team to review each pupil/student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a special school providing for a range of needs, including:

- Moderate and multiple learning difficulties
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy

Consulting and involving pupils/students and parents/carers

Local Authorities send the relevant documentation to all of the schools they feel would meet the needs of the young person. Once our admissions team receive the referral via the email address on the website they forward it to the Principal who reviews the documents. When considering a potential placement for a pupil/student, the Principal looks closely at the needs of the pupil/student. This will take into account that the pupil/student:

- Is within the age range for the school
- May be significantly under-achieving in the key areas of numeracy and/or literacy and could have specific learning difficulties
- Will benefit from working in small groups and individually to improve their learning
- Shows indications that they are likely to respond to individual programmes or intervention that can be provided within the school's resources

If it is felt that more information is needed, the Principal will arrange a face to face assessment. If it is felt that St Philip's School is able to meet the needs of the young person, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted. They may decide to name another school and they will be named on the EHCP.

If St Philip's School feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once St Philip's School is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing pupils'/students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The form tutor or subject teacher will work with the Head of Year/key stage or member of Senior Leadership Team to carry out a clear analysis of the pupil/student's needs. This will draw on:

- The teacher's assessment and experience of the pupil/student
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil/student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil/student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil/student's progress.

Supporting pupils/students moving between phases and preparing for adulthood

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

Our approach to teaching pupils/students with SEND

We will aim to:

- Ensure that all pupils/students at the Academy receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils/students and families in decisions regarding education and the meeting of the pupils'/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils'/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils'/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils/students with SEND.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the pupils/students in their class.

High-quality teaching is our first step in responding to pupils/students who have SEND. This will be differentiated for individual pupils/students.

We will also provide the following interventions:

- That Reading Thing
- Lego Therapy
- Art Therapy
- Drama Therapy
- Counselling
- Occupational Therapy
- Speech and Language Therapy
- Specialist RSE

More information can be found here: <https://stphilips-chessington.org/student-support/interventions/>

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils'/students' needs are met:

- Differentiating our curriculum to ensure all pupils/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have over 25 teaching assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils/students on a 1:1 basis or in small groups.

The Wellbeing and Emotional Support Team (WEST) are also available at all times to support young people with any anxiety they may be experiencing.

Expertise and training of staff

St Philip's School operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND;
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

Securing equipment and facilities

All pupils/students are allocated an electronic device when they start at St Philip's and this is available to them in all lessons.

Evaluating the effectiveness of SEND provision

St Philip's School is a special school, therefore all pupils/students will have an EHCP.

We evaluate the effectiveness of provision for pupils/students with SEND by:

- Reviewing pupils'/students' individual progress towards their academic goals each term
- Reviewing the impact of interventions half termly
- Using pupil/student questionnaires
- Monitoring by the Senior Leadership Team.
- Half termly monitoring by the LGB and the Academy Trust team
- Half termly monitoring by the Local Authority
- Using provision maps to measure progress
- Holding annual reviews for pupils/students with EHC plans

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our pupils/students, including our after-school clubs.

All pupils/students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off site trips
- Residential stays

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability.

St Philip's School is fully committed to the ideal of maximising the potential of our pupils/students by meeting their individual needs. We adhere to the following principles:

- Pupils/students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils/students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website: <https://stphilips-chessington.org/wp-content/uploads/2020/03/St-Philips-Accessibility-Plan-March-2020.pdf>
- Pupils/students within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Pupils/students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils/students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils/students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils/students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for pupils/students to improve their emotional and social development in the following ways:

- Pupils/students are encouraged to be part of the school council
- Pupils/students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns box.
- Pupils/students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils/students have access to over 25 trained Mental Health First Aiders among the staff team
- Pupils/students have access to external interventions as well as targeted therapeutic interventions through the WEST.
- If necessary, referrals are made to CAMHS to request more intensive support

For further information, please refer to our Safeguarding and Wellbeing offer, on our website: https://stphilips-chessington.org/wp-content/uploads/2022/01/St-Philips_Wellbeing-Offer.pdf

Complaints about SEND provision

St Philip's School is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils/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

Contact details of support services for parents/carers of pupils/students with SEND

The school works with a number of agencies, more information can be found on the school website: <https://stphilips-chessington.org/parents/support-for-families/>

Contact details for raising concerns

Ben Walsh, Principal: bwalsh@stphilips-chessington.org

The local authority local offer

Our contribution to the local offer is: <https://stphilips-chessington.org/key-information/sen-information-report/>

Our local authority's local offer is published here:

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/information-on-kingston-schools/special-schools-in-kingston>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy