



## SEND Policy 2024-2025

**Review Period:** Annual

**Status:** Statutory

**Next Review:** Spring 2026

Sunnydown School aims to transform the lives of the young men, encouraging them to aspire to achieve their potential academically, emotionally and socially.

We achieve this by embedding opportunities to develop and enhance the core values of Resilience, Independence and cooperation. We achieve this through encouragement, enablement and finally empowerment. (RICE3).

Staff at Sunnydown recognise each young person as an individual and celebrate those differences while also developing strategies that allow participation in and enjoyment of the wider society.

All students who attend Sunnydown have an EHCP, progress against which is reviewed annually.

At Sunnydown School, all pupils are provided with teaching which will enable them to make the best possible progress and feel that they are valued.

We expect pupils to meet or exceed the high expectations set for them based on their age and starting points.

We will provide the support that they need as identified in their EHCP (Education Health Care Plan). The support will be reviewed at least annually as part of the Annual Review process.

Ambitious educational and wider outcomes will be set for the students in collaboration with themselves and their parents. This reflects our mission of developing Resilience, Independence, Co-operation and Empowering, Enabling and Encouraging (RICE3) our young men.

We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

### 1. Aims

Our SEND policy and information report aims to:

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

### 2. 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 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 co-ordinators (SENDCOs) and the SEN information report

### **3. Definitions**

In accordance with the SEND Code 2015, Sunnydown staff believe that a pupil 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.

Disability: many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'

### **4. Roles and Responsibilities**

4.1. The SENDCO - the school's SENDCO is Jo Wermig

She will:

- Work with the Headteacher and Governing Body 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 pupils 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 with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 with SEND up to date

4.2. The SEND Governor

All Governors at Sunnydown have a responsibility for SEN, so we do not have one specific named Governor. However, the Governor linked most closely with SEND at Sunnydown School is Tamsin Hendry.

4.3. The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Act as SENDCo in the absence of the nominated SENDCo in any circumstances

#### 4.4. Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil 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 the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### 5. SEN Information Report

A separate annual SEN Information report is published and should be read in conjunction with the information presented below.

#### 5.1. The kinds of SEN that are provided for

Our school currently provides provision for a range of needs, relating predominantly to Communication and Interaction (CoIN), for example, autistic spectrum disorder, speech and language difficulties.

However, Sunnydown school also recognises that needs of individual children can be complex and multifaceted and while the main need is CoIN, students may have difficulties associated with:

- 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, hearing impairments, processing difficulties, epilepsy

#### 5.2. Identifying pupils with SEND and assessing their needs

All students who attend Sunnydown have an Education Health & Care Plan (EHCP). This plan identifies strengths and areas of need under each of the four main areas of Need.

- Communication and interaction (CoIN)
  - This is the predominant need for all students who attend Sunnydown.
- Cognition and learning
  - The curriculum offered at Sunnydown meets the secondary National Curriculum and is offered to students who are likely to be able to achieve 'five (5) or more good GCSEs'. Students working more than 2 years below chronological age may benefit from LAN support
- Social, emotional and mental health difficulties (SEMH)
  - The most common difficulty experienced by students of Sunnydown is anxiety. Students who attend Sunnydown are not behaviourally challenged.
- Sensory and/or physical needs
  - Students may be hyper or hypo sensitive to some form of stimulation, such as being over sensitive to noise, or close contact with peers

Although this is outlined in the EHC Plan, information is gathered by the Assessment Co-ordinator half termly from the staff about the pupil's progress based on their age and starting points and expectations of progress.

This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes and any specific assessments such as Reading Ages through the accelerated reader programme and
- Comprehension ages (as highlighted by WRAT testing scores).

Where applicable the school can draw on the Speech and Language service and the attached EP (Educational Psychologist) for assessment and advice. Decisions to involve these services are made on an individual basis. Parental Consent is always sought.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether additional 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 pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

This process will be undertaken formally through the Annual Review process, and less formally should needs arise.

### 5.3. Consulting and involving pupils and parents

#### **Transition to Sunnydown**

Once a place has been offered at Sunnydown, an introductory and welcome letter is sent, along with an information pack.

Year 6 Annual Reviews are attended where possible by the SENDCo at Sunnydown.

SCC transition days are advertised and students encouraged to attend.

Sunnydown also offers a Summer transition day where a family picnic is arranged.

#### **Year 7**

An additional Year 7 Parents Evening is arranged for the last Wednesday of Autumn term (first half) to reflect on the transition to Sunnydown. This additional parents evening also serves as a brief review of any current Year 7 EHCPs up for annual review before the end of the Summer Term. At Sunnydown the Year 7 annual reviews are all held at the end of the Summer Term allowing a full 12 months of observations to ensure any amendments to the EHCP are accurate .

#### **Annually**

Two academic reports are issued (December and July)

All families are invited to a parents evening

Annual Reviews of the progress against EHCP objectives are conducted in accordance with SEND Code 2014

Families are encouraged to discuss initial concerns with the form tutor or if allocated, a pastoral worker.

#### 5.4. Assessing and reviewing pupils' progress towards outcomes

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



##### **Assess:**

There is regular dialogue between class teachers, the Form Tutors and the SENDCo, which in addition to the data collected, leads to an accurate and regularly updated assessment of our individual pupils. Fifteen minutes of the weekly Teachers' meeting is dedicated to raising concerns and these are recorded. Middle managers take an active role in all stages of the process. In addition there are weekly behaviour meetings between the Deputy Head, SENDCo, Middle Manager/Pastoral Support and every member of the Pastoral Team.

##### **Plan:**

When a strategy or intervention is decided upon this will be discussed with parents and then the strategy or plan explained to the individual pupil using an appropriate level of language. All staff who work with the pupil are made aware of the plan.

##### **Do:**

If the intervention requires small group teaching out of the classroom there is close liaison with the person delivering the intervention, the Form Tutor and English teacher in the case of Literacy support. All Speech and Language interventions and targets are discussed by the Speech and Language Therapist, their assistant and the SENDCo. The SENDCo circulates strategies and targets to staff. For interventions that take place within the class, the SENDCo supports the subject teachers, who in turn support the Teaching Assistants to implement the plan or strategies.

##### **Review:**

The plan including the impact of the support and the interventions, will be reviewed regularly by the teacher, SENDCo, pupil and parent. The frequency of the review will depend on the strategy. For example Positive Comment reports will be completed over three weeks before review. This will inform the planning of the next steps.

For pupils with an EHCP the Local Authority must review the plan at least annually.

It is the role of the subject teacher to provide differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to those who have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils have access to Teaching Assistants.

Progress is monitored half termly by the Assessment coordinator followed up by meetings with the individual teachers. A list of students not making expected progress is shared with the SENDCo.

The school regularly and carefully reviews the quality of teaching for all pupils through lesson observations, book scrutinies and learning walks.

There is an emphasis in each lesson on clear differentiated learning objectives, active learning, checking for progress and differentiated work. These four criteria were identified after staff consultation.

There are regular training sessions, either on INSET days or twilight sessions, to develop teachers' understanding of the students' difficulties and to expand their repertoire of strategies to support the pupils in their classes.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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'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 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's progress.

#### 5.5. Supporting pupils moving between phases and preparing for adulthood

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

#### **Transition to Sunnydown**

Year 6 to Year 7 transition is managed thoroughly, with regular communication with prospective families.

#### **Transition from Sunnydown**

This is often managed through the AR process. A vast majority of students progress to mainstream college and Sunnydown has established an excellent link with all major providers.

Sunnydown has a careers coordinator who supports identifying career options throughout the five (5) years at Sunnydown. Annual Reviews from Year 9 onwards include conversation regarding post 16 provision.

The PSHE curriculum is designed to support preparation for adulthood.

## 5.6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

### **Wave One Interventions**

Each member of the teaching staff has been issued with the Sunnydown Quality First Teaching Handbook. This lists and outlines many strategies that have been successfully employed under the Four Areas of Need outlined above.

### **Wave Two Interventions**

Should a more specialised approach be necessary either through additional academic support or through pastoral supported sessions, the school has a clearly identified repertoire of additional strategies and support also outlined in the Staff Quality First Teaching Handbook.

### **Wave Three Interventions**

If a student has been identified as requiring additional support in Section F we have limited access to a qualified SAL Therapist and OT through the NHS and SCC

## 5.7. Adaptations to the curriculum and learning environment

Access arrangements are applied for by the SENDCo in collaboration with the Exam Officer and DHT. The access arrangements will reflect the 'normal way of working' for the student. Access arrangements are discussed in the Year 10 Annual Review.

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

- Differentiating our curriculum to ensure all pupils are able to access it
- 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.

## 5.8. Additional support for learning

Sunnydown strives to develop students' ability to be active learners, taking responsibility for their own progress.

To support this, ReST strategies are taught, including mindful breathing, reflecting on events, restorative justice.

### **Academic Support**

Sunnydown has a team of Academic support staff. This team may work 1:1 or in small groups, either in the classroom or in a separate room depending on needs, and support the teacher by delivering the lesson material in a suitable differentiated way.

### **Pastoral Support**

Students at Sunnydown do not learn and retain skills and knowledge when they are in the wrong frame of mind, angry or anxious for example. In these cases, if the ReST strategies have not resulted in the student returning to class, a pastoral support can work with the young person to determine what is causing the difficulty. The intention is to help the young person return to class and carry on learning, enhancing his own

resilience. When patterns of disengagement are identified, Pastoral may offer a block of interventions focussed on helping the young person review the reasons for not engaging in learning tasks.

Most classes have at least a teacher and a TA for support. This provision is increased to 1 teacher and 2 TAs in Year 7 to support the transition year.

Each pupil is an individual and will have a programme that will meet their needs.

It is the role of the subject teacher to deliver quality first teaching supported by the Teaching Assistants within the class. It is the role of the SENDCo to provide information on the individual's special educational needs, updated by staff feedback to direct SENDCo requests and to plan and supervise the implementation of any Wave Two strategies. It is the responsibility of the Senior Leadership Team to ensure that Quality First Teaching is being delivered through learning walks and lesson observations.

The SENDCo is responsible for maintaining EHCPs and updating targets and any additional strategies and interventions. Targets set against the outcomes and RICE are set each year by teaching staff and Form tutors prior to the Annual Reviews. These are shared with students. The SENDCo is responsible for recording the provision, its impact and cost. (See Appendix 1)

1:1 literacy support is provided by the Learning Support Team who liaise with staff about strategies introduced and report yearly on progress with Reading, Spelling and Comprehension Ages.

The SENDCo liaises with the Speech and Language Therapist and their assistant about assessment, targeting and implementation of speech and language strategies. The SENDCo informs staff of these and the Speech and Language Therapist provides information for parents.

When identified as a need, any information or advice provided by the Teacher for the Hearing Impaired and the Teacher for the Visually Impaired on their termly visits, is circulated by the SENDCo.

We work with the following agencies to provide support for pupils with SEN:

- A2E and NUDGE
- Surrey Virtual School
- Surrey Online Learning
- CAMHS

#### 5.9. Expertise and training of staff

Training needs of staff are identified and planned for by liaison between the Headteacher and the Deputy Head. Further training needs are identified through the Appraisal process.

All our staff receive training to support them to fulfil their roles. Teaching staff, teaching assistants and care staff have accessed targeted programmes of CPD to develop their skills which typically includes a range of specialist training, such as developing/refreshing subject knowledge, awareness of innovative practice, awareness of research findings and any other needs that are raised through our Appraisal system.

New staff follow a comprehensive induction process that includes reviewing the SEN provision and needs.

The SENDCo keeps up to date with latest development through communication with Surrey, personal research and continued CPD. SEND network meetings are attended.

We use specialist staff for Academic and Pastoral Support.



#### 5.10. Securing equipment and facilities

Should a young person require specialist equipment or support, it will be accessed, either through the Annual Review Process or in emergencies, through negotiations with the Surrey SEND team.

Forest View has a lift access point but to date, no mobility needs have necessitated this being installed.

#### 5.11. Evaluating the effectiveness of SEND provision

The school monitors and evaluates the quality of provision we offer all pupils and this informs future developments and improvements.

Ms Tamsyn Hendry is the SEND Governor and she meets at least twice a year with the SENDCo. She reports back to the full Governing Body. Input from governors is also received on INSET and Strategic Planning events where the school's five and two year plans are worked on respectively.

The Headteacher and the School Business Manager monitor and review funding.

Parents' views have been sought through questionnaires and pupils complete or update the relevant sections of the EHCP paperwork ahead of reviews.

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

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires (One Page Profiles)
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

#### 5.12. Enabling pupils with SEN to engage in activities available

There are no barriers to involvement in extracurricular activities. Sunnydown is an active supporter of the Surrey Special Schools Sport network.

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) in Year 9 and any other trips which are well planned.

All pupils are encouraged to take part in sports day.

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

#### **Students with medical conditions**

Sunnydown School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Detailed individual arrangements for dealing with medical conditions are outlined in the school's Medical Policy.

#### 5.13. Support for improving emotional and social development

Our School mission is to enhance the Resilience, Independence and Cooperation of young people through Encouragement, Enabling and finally Empowering them (RICE3).

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

- Pupils with SEND are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.
- We have a strong Pastoral Support team.
- We employ the principles of Restorative Justice, when supported young people resolve their conflicts.

#### 5.14. Working with other agencies

Sunnydown staff work closely with all agencies to ensure the best possible outcomes for each young person.

Agencies include:

- Education Psychology
- SaLT
- OT
- CAMHS

#### 5.15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance, in accordance with our Complaints Policy which is based on the SCC model policy.

The parents of pupils 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

#### 5.16. Contact details of support services for parents of pupils with SEND

Families should refer to the Surrey County Council Local Offer in the first instance.

<https://www.surreylocaloffer.org.uk/>

If the support that is necessary cannot be accessed or identified through this portal, please contact the SENDCo.

#### 5.17. Contact details for raising concerns

Concerns about SEND provision in our school should be made to the SENDCo in the first instance, in accordance with our Complaints Policy which is based on the Surrey County Council model policy.

#### 5.18. The local authority local offer

Our local authority's local offer is published here: <https://www.surreylocaloffer.org.uk/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the 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 governing board.

## 7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Supporting pupils with medical conditions policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Homework Policy
- Equality & Diversity Policy
- Behaviour Policy