SEND POLICY

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Governor: Mr D Oxley

*** Policy Review: Annually unless otherwise dictated by the FGB (Full Governing Body) or by changes in legislation.**

Special Educational Needs and Disability Policy

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INTRODUCTION

Tower College is an Independent Christian school dedicated to providing high quality care and education for children aged 0 to 16. Achievement, belonging and compassion make up the core values of the school and are what make Tower College so outstanding. A challenging curriculum and high expectations encourage our pupils to unlock their potential in a positive and nurturing environment that allows them to flourish.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Data Protection Act 2018
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
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The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges 2025 (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that the Brexit transition period ended on 31 December 2020 and, therefore, UK organisations that process personal data must now comply with the:

- DPA (Data Protection Act) 2018 and UK GDPR (General Data Protection Regulation) if they process only domestic personal data;

- DPA 2018 and UK GDPR, and the EU GDPR if they process domestic personal data and offer goods and services to, or monitor the behaviour of, EU residents.

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years,the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that… 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

SEN DEFINITION

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism

- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

SEND CODE OF PRACTICE 2015 AND THE CHILDREN AND FAMILIES ACT

The 2015 Special Educational Needs and Disabilities (SEND) Code of Practice and the 2014 Children and Families Act have introduced reforms to the system that aim to promote greater co-operation between education, health and social care in order to ensure that children receive the support they need. An emphasis has been placed on the importance of early identification, a graduated response and timely provision to afford children with SEN and/or disabilities the opportunity to reach their full potential. The admission arrangements for Tower College are in accordance with national legislation, namely, The Equality Act 2010. This policy has been written with regard to the 2015 SEND Code of Practice although we recognise that many of the requirements do not have direct application to independent schools.

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

Aims and Objectives

- To have high expectations of every child.
- To focus on improving outcomes for pupils with SEND.
- To monitor and review pupils' progress.
- To focus on the early identification of SEND in order to provide the best possible education.
- To adopt a graduated response to SEND and have arrangements in place to support pupils identified as having SEND.
- To encourage positive attitudes and equality within the school regarding SEND.
- To provide personalised, differentiated, high quality teaching in order that pupils with special educational needs and/or disabilities have access to a challenging and stimulating curriculum.
- To remove barriers to learning in order to enable all pupils to achieve their full potential.
- To identify any pupil who may be gifted and talented and provide opportunities to develop those talents accordingly.
- To promote a positive relationship with parents and ensure that they participate in decisions regarding their child.
- To ensure that pupils participate in decision making in line with Article 12 of the United Nations Convention on the rights of the child.
- To provide the appropriate provision and resources for pupils with special educational needs and/or disabilities.
- To ensure clear communication between all departments and that all work together in supporting pupils with SEND.
- A child centred approach that takes into account the wishes of the child and values their views.

THE ROLE OF THE PRINCIPAL

- Overseeing the provision for SEN and/or disabilities.
- have in place a SENCO succession plan by appointing a deputy SENCO to work with the senior SENCO and distributing the excess workload;
- have in place a clear approach that involves the participation of children and young people and their parents/carers in making decisions about how best to support their SEND;
- inform parents when SEND provision has been made for their child
- Ensuring SEND provision is managed effectively.
- Keeping the board of governors well informed about SEND provision within school.

ROLE OF THE BOARD OF GOVERNORS

- To nominate a specific governor for SEND.
- To have responsibility for the effective implementation, monitoring and evaluation of the SEND policy.

THE ROLE OF THE SEND GOVERNOR

- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

THE ROLE OF THE SENCO

The SENCO has a duty to –

- Co-ordinate support for pupils with SEND.
- Maintain and update the SEND register.
- Be aware of and overcome potential barriers to learning.

- Ensure that pupils with SEND have the same opportunities and access to learning as that of their peers.
- Keep informed about developments in the area of special educational needs, nationally and locally.
- Ensure all staff are aware of their duty to provide support for pupils with SEND.
- Implement and develop the SEND Policy.
- Assist staff in identifying, assessing and planning for pupils needs.
- Review Pupil profiles and ISPS and ensure they are completed appropriately.
- Work closely with and in support of the Local Authority.
- Liaise with relevant outside agencies.
- Co-ordinate multi-agency meetings and statutory Annual Reviews for children an Education Health and Care Plan.
- Support pupils' transition through the school.
- Evaluate the impact and effectiveness of interventions for pupils with SEN.
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- Work with the Principal and Senior Management team.
- Communicate with Parents to ensure that they are involved in their child's learning and are kept informed about the support their child is receiving.
- Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND.
- Attend relevant training courses.
- Ensure appropriate assessment tools and resources are used to identify and support pupils with SEND.

ROLE OF THE TEACHER

The class/subject teacher has a duty to:

- Be responsible for the progress and development of all pupils.
- Work with the SENCO in implementing strategies.
- Follow advice provided by the SENCO.
- Use appropriate resources and strategies to support pupils with SEND.
- Liaise with and support parents.
- Meet with parents three times per year to review progress but be available should they wish to meet outside set times.
- Have high expectations of pupils.
- Monitor and review the progress of pupils with SEND.
- Be responsible for the completion of termly ISPs for pupils (Half termly for Pre-Prep and Lower School).
- Review termly ISPs (Half termly for Pre-Prep and Lower School).
- Work closely with SENCO in supporting children with SEND.
- Provide differentiated and individualised high quality teaching.
- For subject teachers to meet termly in order to provide effective ISPs with achievable targets.
- Ongoing assessment and identification of pupils making less than expected progress
- Record meetings and share relevant information with the SENCO.
- Inform the SENCO if they have a concern about a pupil.
- Be aware of and overcome potential barriers to learning
- Involve the pupil in decision making and take their views into account.

- Work closely with and in support of Teaching Assistants and support staff.

ROLE OF SUPPORT STAFF

- work closely with the SENCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENCO;
- attend appropriate training;
- suggest training needs

The local authority has a statutory duty to develop and publish a local offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', Local authorities should include provision which they believe will actually be available.'

External support agencies may provide support teachers who will:

- be line managed by the SENCO;
- work closely with the SENCO, class teachers and LSAs;
- work with statemented pupils to meet the objectives of their statements;
- develop planning for teachers and LSAs;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENCO, teaching staff and parents.

We will seek the advice and support from the following external specialists if a pupil continues to make less than expected progress:

- Educational psychologists.
- Child and Adolescent Mental Health Services (CAMHS).
- Hearing impairment.
- Vision impairment.
- Multi-sensory impairment.
- Speech and language therapists.
- Occupational therapists.
- Physiotherapists.

EARLY YEARS PUPILS WITH SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will also ensure staff listen and understand when parents express concerns about their child's development. The school will listen to any concerns raised by children themselves.

The school will ensure that:

- Children with SEND get the support that they need.

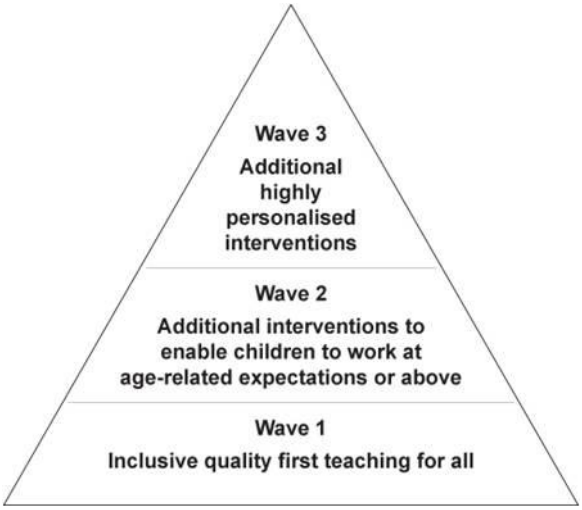
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
    - The implementation of our SEND Policy
    - Our arrangements for the admission of children with SEND
    - The steps being taken to prevent children with SEND from being treated less favourably than others
    - The facilities provided to enable access to the school for children with SEND
    - The school's Accessibility Plan, showing how it plans to improve access over time

IDENTIFICATION OF PUPILS' NEEDS

Tower College adopts a child centred, whole school approach to SEND. Identifying where SEN provision is needed is vital in ensuring that pupils have access to support that will enable them to reach their full potential. Early identification is key and the EYFS framework aids this as it identifies any child that is falling below expected outcomes. However, it is not always possible to detect special educational needs early, thus pupil's progress continues to be assessed and monitored as they progress through the school. Tools including dyslexia and dyscalculia screener tests are used to help discover underlying issues to slow progress.

WAVES OF INTERVENTION

We follow the three waves of intervention model in order to meet the needs of pupils with SEND.



THE GRADUATED RESPONSE

The graduated response is a four part cycle which enables the school to provide effective SEND provision and support for pupils from early identification right through to requesting an EHC Plan.

Assess

When a concern is raised, the teacher and SENCO will carry out an evaluation in order to put in place effective interventions, strategies and to ensure that any barriers to learning are removed. The evaluation will take into account the pupil's previous and current level of attainment, their development as an individual and compared to that of their peers, relevant advice from outside agencies and the views of the parents and the pupil. It is important to note that parents' viewpoints, concerns and advice are sought and taken seriously, as are the pupils.

Plan

If it is decided that the pupil ought to be provided with SEN support, the teacher and SENCO, in conjunction with the parents will put in place an ISP and a pupil profile outlining the interventions and strategies that are going to be adopted. Predicted outcomes and a clear date for review will also be decided and all relevant staff will be informed of their responsibilities in carrying out the interventions and aiding progress. The pupil will be added to the SEND register.

Do

The teacher, with support from the SENCO will continue to retain responsibility for working with the pupil on a daily basis, regardless of whether interventions involve one to one support or group work outside of the class. All staff involved in the education of the pupil will work together to ensure that the strategies and plans are adhered to and are effectively included within the classroom.

Review

Parents, the pupil, the teacher and the SENCO are all involved in this stage. Reviewing the effectiveness of the planned interventions and support is key in determining whether progress is being made and targets are being met. Once the ISP has been reviewed, the SENCO and the teacher, in consultation with the parents and pupil, are in a position to decide whether any amendments to the provision in place is necessary. For pupils who receive extra funding, the Local Authority will set a review date and the school will be required to provide the relevant information which will be presented to the Provision Agreement Panel. The four part cycle of additional need will then begin again.

PROVISION FOR SEND

Teaching staff will support pupils at a level appropriate to their needs through effective differentiation and high-quality teaching in the classroom.

Every child on the SEND register will have a Pupil profile. This lists the child's strengths and interests, specifies their SEND, provides information on how all staff can best support the child and how the child can help themselves. This allows the child to voice their views and encourages independence. The profiles also ensure that all subject teachers are aware of what the child's needs are and how to support them.

Every term each class teacher in collaboration with the SENCO completes an ISP to set achievable targets for pupils on the SEND register. The targets are reviewed on a termly basis.

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways, including:

- Individual or small group literacy and numeracy interventions including Toe by Toe, Nessy Learning Online – Literacy and Numbers, Beat Dyslexia and Problem Solving in Maths.
- Individual or small group social and emotional development interventions, including SEAL club.
- Individual or small group support to develop fine and gross motor skills including Write from the Start.
- Shared in-class support from a teaching assistant.
- Auditory and visual memory support programmes.
- Individual interventions to meet specific needs, for example the teaching of life skills.

Support Intervention is considered on an individual basis and parents will be offered the option of funding the high-level support or interventions if there is no Local Authority funding support available.
Likewise, should a parent decide that they do not wish for their child to participate in additional intervention sessions, this request will need to be in writing and a copy of this request will be kept on file.

Tower College has two disabled WC rooms, two lifts, disabled access, and pupil support Classroom and rooms available to be used for intervention groups or individual work.

ADMISSION

The admission arrangements for Tower College are in accordance with national legislation, namely, The Equality Act 2010. This policy has been written with regard to the 2015 SEND Code of Practice although we recognise that many of the requirements do not have direct application to independent schools. Thus, all applications will be considered in line with current guidance and no child will be discriminated against or treated unfairly.

Prospective pupils must have completed successful 'Taster Days', have positive references from their previous school(s), and achieve a required level in the appropriate assessment for their age. If admittance is granted, it will be on a term's trial basis (based on a 12 week period)

For prospective pupils known to have special educational needs, admission will not be solely based on the assessments but will also depend on an up to date report from an educational psychologist and advice from the SENCO. Special educational needs pupils will be required to have a suitable ability and work-ethic to enable them to participate in the curriculum here at Tower College. If admittance is granted, it will be on a year's trial basis. Children will be considered on an individual basis and parents will be offered the option of funding the high-level support or interventions if there is no Local Authority funding support available.

Any offer of a place found to be made on the basis of inaccurate information can be withdrawn. Such examples would include fraudulent applications, intentionally misleading applications, and the failure of a parent to respond to an offer of a place within 14 days. An offer of a place may also be withdrawn should a term's trial deemed not to be successful.

Equality and Inclusion

Tower College promotes inclusion and believes that all children ought to take a full and active part in school life. The school is committed to preventing discrimination, promoting equal opportunities and will continue to use best endeavours to ensure that pupils with SEN get the support they require.

Tower College recognises that we must make 'reasonable adjustments' for disabled pupils and to support pupils who have medical conditions.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

SAFEGUARDING

Tower College is committed to safeguarding and promoting the welfare and well-being of all children and young people in the school. Research has shown that pupils with special educational needs and disabilities are at a significantly greater risk of physical, sexual, emotional abuse and neglect than non-disabled children. It is therefore vital that the school is aware of the additional vulnerabilities of children with SEND and is prepared for the safeguarding challenges that may arise.

Why pupils with SEND are more vulnerable to abuse and neglect.

- Children with special educational needs are more vulnerable to abuse for a variety of reasons.
- There is a wide held notion that abuse does not happen to children with SEND
- Children with SEND are often not heard or provided with the opportunity to choose. They are often unable to actively participate in their life. Decisions are made for them.
- Children with SEND are often isolated and have few friends
- They are wholly dependent on parents/carers.
- Children with SEND may be unable to resist or avoid abuse
- Speech, language and communication difficulties may hinder their ability to disclose abuse.
- Children with SEND are more vulnerable to bullying. This can have a disproportionate impact on the child which may not be outwardly apparent.
- SEND pupils may have intimate care needs that increases the risk of abuse.
- Children with SEND may not have the capacity to understand if an adult is behaving inappropriately.
- Children with SEND are also less likely to disclose abuse or neglect.

What are the barriers to recognising abuse in children with SEND?

Staff may have difficulty recognising indicators of abuse in children with SEND as they may believe changes in mood, behaviour and injury relate to the child's disability not abuse or neglect. As a school, we want to ensure that all staff are alert to the indicators of abuse for all children, including those with SEND.

These indicators can include,

- Poor understanding of the child's needs
- Staff not being aware of the impact of the disability on the child
- Staff not understanding the child's needs
- Not being able to understand the child's method of communication.
- Over identifying with child's parent/carers – writing off abuse or neglect as an understandable response to the stress of caring for a child with SEND
- Awareness that behaviour including sexually harmful behaviour or self-injury may be signs of abuse.
- Awareness that health/medical complications can be mistakenly interpreted as possible indicators of abuse. An example of this would be a child who bruises easily or who has fragile bones.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the designated safeguarding lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

What does Tower College do to promote safeguarding and protect pupils with SEND?

All staff are required to read and follow the policies and procedures outlined in the Safeguarding Policy.

Staff undertake relevant safeguarding training to ensure they are aware of the indicators of child abuse and what to do if they have a concern about a child.

Staff are able to attend CPD training in all areas of SEND including communication training in Makaton, PODD books, Picture Exchange Communication System. School also has links with relevant outside agencies who can provide support and advice.

All staff are provided with one page profiles that outline the child's special educational need or disability, lists their likes and interests, how to help them and how they can help themselves. The profiles are in place to ensure that all staff are aware of the child's individual needs and are able to meet them effectively.

Prompt, regular communication between all staff is key in promoting the safety and wellbeing of the children who attend Tower College. An effective partnership between the SENCO and safeguarding officers ensures that we identify high risk children, monitor them and focus our resources appropriately. This enables us to identify patterns and link relevant information, such as children who are on the SEND register, those whose attendance is poor or erratic and this is key in keeping a child safe from harm.

The school has a comprehensive anti-bullying policy and any incidents are dealt with promptly and effectively in line with procedure.

Tower College emphasises the importance of understanding that every child is an individual and children with SEND have an equal right to protection from abuse. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The principal and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

SUPPORTING PUPILS WITH MEDICAL NEEDS

Tower College recognises that pupils with medical conditions need to be supported in order that they take a full and active part in school life. If a pupil has a medical need then a health care plan is compiled and information regarding the specific medical need is put up on the notice board in the relevant areas in order to ensure the safety and wellbeing of the pupil. The pupil's needs are discussed with relevant staff and any appropriate training will be undertaken. When necessary and with permission from parents/carers medicines will be administered where a medical consent form is in place to ensure the safety of the child and staff member.

TRANSITION

Tower College is divided into departments:

Tower Tots - 0 - 4

Pre Prep Department – Nursery – Reception

Lower School - Year 1 – Year 6

Middle School - Year 7 – Year 9

Upper School – Year 10 – Year 11

Good communication and sharing of information ensure that pupils with SEND are supported in their progression through the school. Pupils are given the opportunity to visit new classrooms and become familiar with new routines in order to ensure a smooth transition. For those pupils that find change difficult, we also provide transition booklets that they can take home over the summer. The booklet contains pictures of their new classroom, their new teachers and classroom assistants and reassurance that although some things will be different some things will remain the same. Any changes to the daily routine are also highlighted. Pupils joining from different settings are invited to spend trial days to enable them to become accustomed to their new school and meetings with parents and previous teachers are welcomed in order to ensure that the pupil receives appropriate support.

GIFTED AND TALENTED PUPILS

Tower College is committed to supporting all pupils including those who are gifted and talented.

Gifted and talented pupils will be identified in a variety of ways, including:

- Teacher observations
- Assessment
- Monitoring and recording of the pupil's progress.

Gifted and talented pupils needs will be met using a variety of strategies including:

- Setting more complex extension work to develop and use their skills.
- Tackling work from older year groups.
- Providing the opportunity for G&T pupils to stretch themselves and allow them the opportunity to experience setbacks and failure.
- Encourage G&T pupils to use their initiative, ask questions and solve problems effectively.
- Provide high quality, differentiated and individualised teaching that will motivate, challenge and extend the G&T pupil.
- Regularly reviewing progress to ensure that pupils' needs are being met and targets are being achieved.

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

ENGLISH AS AN ADDITIONAL LANGUAGE

Pupils' whose only difficulty is related to English not being their first language are not classed as having SEN. Staff ensure that all aspects of a pupils' learning and development are considered in determining whether a delay is due to a special educational need or because English is not their first language. Tower College is committed to supporting pupils overcome difficulties relating to learning English as an additional language, please refer to the EAL policy for further information.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

The decision to make a referral for an EHC Plan, previously known as Statement of Special Educational Needs, will involve parents, the pupil, the SENCO and the teacher. An EHC plan referral can be requested when the needs of the pupil are not being met by the support already in place and it is felt they require a multi-agency approach to assessing need, planning provision and identifying resources. Information will be gathered from the relevant agencies and the parents', pupil, SENCO and teacher will all work together to develop and produce the plan. If an EHC plan is agreed to, then this will be reviewed annually and amended if necessary. Top-up funding may be provided by the Local Authority, on some occasions this funding may not be a possibility and therefore the Parents will need to discuss the increment of fee's to reflect the additional support with the SENCO and Senior Management Team.

EVALUATING THE SUCCESS OF PROVISION

We will evaluate the success of provision in a variety of ways, including:

- The views of parents, pupils and staff.
- The success of ISPs in meeting targets and improving outcomes.
- Through careful monitoring of the impact of interventions.
- Whether adequate progress has been made.
- Whether all staff understand the policy and are following it effectively.
- Use of P Scales/ Pre-key stage standards – a tool to assess the progress of children aged 5-14 who have SEN and whose abilities do not yet reach Level 1 of the curriculum.
- Use of GL Assessment data when appropriate.

WORKING WITH PARENTS

Tower College aims to involve parents in decisions regarding SEND provision for their child and are always available to discuss any concerns. In supporting a pupil with SEND, parent support, advice and feedback is vital.

Information is shared in the following ways:

- Home/school books
- Parent's evenings
- SEN Support plans. Feedback and suggestions from parents is welcomed.
- Discussions with the class teacher
- Contact with the SENCO via email
- Contact with the SENCO via our weekly SEN Drop-in Sessions

STAFF TRAINING (CPD)

Tower College is committed to providing regular training and learning opportunities for staff in supporting pupils with SEND. Ensuring that staff have access to up to date teaching methods will improve outcomes for pupils with SEND and all staff are able to apply for any courses they feel will be of benefit to pupils requiring SEND support.

COMPLAINTS PROCEDURE

Parents who have a grievance or complaint about the nature or amount of special needs that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The local authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

If a parent or carer has any concerns regarding the care or welfare of their child, an appointment can be made to see the Principal, Deputy Principal, Assistant Principals or the SENCO, who will be able to advise on formal procedures for complaint.

1 In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

2 Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. (see Review Timetable below) Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

4 The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (see Review Timetable below). The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

3 The early years practitioner or class teahcher in all phases will work with the child on a daily basis. With support from the SENCO, *they* (and *not* the SENCo) should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.