



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Our SEN policy and information report aims to:

Set out how our school will identify, support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Philosophy

The vision for SEND provision at Warlingham School & Sixth Form College is that all students with SEND have an outstanding lived experience of school and that the curriculum and support we provide ensures success for all students.

Warlingham School & Sixth Form College offers students the right to access a curriculum that is broad, balanced, relevant and adapted as needed. Through teaching and support, students will be encouraged to maximise their potential as learners.

The School complies with the SEND Code of Practice and will make clear the variety of processes by which a student's SEND may be identified. Once identified, a variety of provisions may be offered to students according to their particular SEND.

Warlingham School & Sixth Form College is a fully inclusive comprehensive school, open to all students who live locally, set in Tandridge, Surrey. We have approximately 1500 students on role and 200 employees. We are part of the Tandridge Learning Trust which consists of 5 schools.

Aims

All teachers are responsible for providing support in class for students on the SEND register. Learning

Development aim to support students to meet their individual needs. We use the Surrey

Graduated response to identify students who need support and to identify the types of support they may need.

The SENDCo and Assistant SENDCo will monitor the progress and provision for students on the register with advice from teaching staff, support staff and liaise with parents/carers.

Students with Educational Health Care Plans will have support assigned to them as outlined in their Plan. This support is reviewed annually and a full report sent to both the local authority and the parents/carers. All students on the SEND register will have a student profile in place, outlining their strengths, areas of SEND and relevant strategies required to support them effectively.

The roles and responsibilities of key staff are detailed in Appendix 1. These include the role of the class teacher, the SENDCo, the Headteacher and the SEND Link Governor.

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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

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

Definition of Special Educational Needs – from the Special Educational Needs and Disability Code of Practice (SEND Code of Practice 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children and young people

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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Types of Additional Special Educational Needs

Warlingham School & Sixth Form College makes provision for students with a wide range of needs. We have students from several different Local Authorities and offer places on proximity to the school. The only exception to this are students with an Education Health Care Plan who will get priority if Warlingham School & Sixth Form College is named on the plan, as will Children who are Looked After.

There are over 300 students with Special Educational Needs Support (SENDS) at Warlingham School & Sixth Form College who meet at least one of the four criteria as outlined in the SEND Code of Practice 2014 (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.)

Identification and Assessment

We use a wide range of assessments to identify students who have a special educational need. These may include:

- KS2 information
- Primary transition visits /meetings
- Tracking (internal)
- External agency reports – for example, Educational Psychology, Behaviour Management Service, Speech and Language and Physical and Sensory Support, Occupational Therapy.
- Internal subject assessments
- Reading and Spelling tests
- Screening tests including LUCID, SNAP, Dyslexia, CTOPP, ASD and ADHD screeners.
- Outreach services e.g. Limpsfield Grange (for Social communication disorders and ASD) and Woodfield (for learning and additional needs).
- Classroom observations and feedback
- Information from staff, parent/carers and from the student themselves
- Boxall profile

Students identified as needing support will be assessed on at least an annual basis to monitor progress using in school data, reading and spelling tests and if needed further individual assessments.

A graduated Approach to SEND Support

All staff have a responsibility for identifying students with Special Educational Needs. Subject leaders have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive manner in all subjects. SEND should be an agenda item for all subject meetings, at least once every half term. The role of the SEND department in ensuring that the curriculum is appropriate inclusive is as follows. The SENDCO will, on a fortnightly cycle, attend the departmental meeting for a different department and work alongside the department to review their curriculum offer for students with SEND and make recommendations. There will follow a meeting between the SENDCO and Head of Department to discuss department improvement priorities in regards to SEND. Teachers have the opportunity during these department meetings to raise concerns and share strategies around individual students however there are also other opportunities to do this including by completing an online SEN referral form or joining one of the SEN forums that happen once a half term.

All teaching assistants are allocated to departments and throughout the year are given opportunities where they are within departments and available to support and advise in the delivery of an adapted curriculum. Teaching Assistants within lessons are working within year group teams where they will attend the same subjects across a fortnight; through this process teaching assistants are expected to work with the teacher to develop the curriculum on offer as well as feeding back in a fortnightly meeting with the SENDCO any ongoing issues and need for intervention. The SENDCO, Assistant SENDCO and Learning Development team regularly engage in quality assurance where they visit lessons to observe and ensure the curriculum is appropriately differentiated to meet the needs of the students and that use of student profiles is being implemented.

If a student is not making the expected progress in lessons, despite an adapted curriculum or is significantly below their peers for literacy and or numeracy age then they may be placed on the SEND register. They will then follow a staged approach of intervention to provide the support required to help the student reach their potential.

Provision and monitoring

All interventions are detailed and monitored using Provision Mapping software – this allows us to routinely assess our interventions tracking their effectiveness and whether they provide value for money.

Dependent on the intervention the monitoring process might include:

- Observations – in class and in 1:1 or group settings
- Reading and spelling assessments
- On line assessments
- Discussion with the student and/or parent/carers, feedback forms
- Review of external and internal qualifications received
- Review of tracking and behaviour logs (including use of exclusions/isolations/detentions)
- School / lesson attendance data
- Student qualitative measures of wellbeing
- Meetings with parent/carers including annual reviews of Education Health Care Plans

Students with SEND will be assessed in line with the School's Assessment Policy. They will also have a reading and spelling assessment annually. Other assessments will be completed as appropriate for the individual student. Exam concessions will also be agreed for internal and external curriculum assessments, where students meet the criteria.

All staff are aware of the students who have SEND. Suggested approaches and strategies are provided through the Student Profile sheet and through emails, meeting and a weekly student update with spotlights different students during staff briefing. General strategies are shared through the booklet "How to support students with SEND.". The SEND register is available on Arbor. Any reasonable adjustments should be considered. Student profiles are reviewed and updated at least twice a year in a collaborative process where a student will meet with their keyworker and discuss areas of strength and areas for development. Parents have access to student profiles through provision map software and are able to make comments and suggestions for additions to the profile online. Additionally, profiles may be adapted following input from external professionals or feedback from teaching staff and teaching assistants.

The School has made adaptations to the environment to assist students with physical disabilities. These include a lift to the first floor and to access the drama studio, yellow lines on steps, ramps and electronic doors, toilet and changing facilities and altering blinds and lighting in some areas. Special equipment has been purchased for individual students, including screens for monitors and a hearing loop. In order to allow equal access to the swimming pool there is a ceiling Hoist. Adjustments throughout the school include adapting bathrooms and door entry systems. Staff receive specialist training in moving and handling, use of the hoist and EVAC chair training. Many subjects are set by ability, which ensures the ratio of staff to student is kept low for many students with SEND. Some students will not continue with one language and have extra literacy support in KS3. In KS4 a range of qualifications are offered including two Level 1 courses for Year 10 students; SATRO's Introduction to Construction and NCFE Food and Cookery. A number of our year 11 students participate in a college/ WEX school links program with East Surrey College where they work towards qualifications in Construction and Hair and Beauty.

The Bridge, our mental health and wellbeing hub, support students in all year groups with their mental health and wellbeing. The Bridge coordinator and senior learning mentor support students with anxiety and attendance issues ; helping them transition back into school and lessons through targeted interventions. We have three school counsellors (two for KS3/KS4 and one for sixth form students) who carry out 1:1 interventions with students needing long term therapeutic intervention. Our counselling team also triage all wellbeing referrals and allocate appropriately to our external professionals e.g. Learning Space, YMCA, Children's Wellbeing Practitioner. In addition, with support from Surrey Mindworks we run group interventions for identified students on anxiety, zones of regulation and managing exam stress.

Our counsellors also support our wellbeing ambassadors, who are a group of year 10 and 11 students trained by Eikon, in developing and delivering an action plan for developing wellbeing across the school.

Identified students will have access to a range of different types of support and intervention dependent on needs. This may include:

- In class support from a teaching assistant
- The Bridge – mentoring support and guidance for attendance issues
- Maple Room
- Mentoring
- Lexia
- Immersive reader, use of coloured overlays and exercise books
- Use of personal laptop
- Paired reading and maths
- Maths / Sparx Club
- Social Skills Groups
- Self Esteem Groups
- Catch up Literacy and Numeracy
- Maths, Science and English GCSE 1:1
- ASD intervention and social skills
- Emotional Literacy Support Assistant (ELSA) intervention
- Speech and Language interventions e.g. ELKLAN
- Dyslexia / Dyscalculia 1:1 support
- Transition groups
- EAL support
- Lunch and Homework Club
- Use of assistive technologies
- Literacy lessons in KS3
- Nurture group – small group teaching for year 7s in Maths and English
- Fresh start reading intervention
- One to one lessons with a teacher
- Outside agency involvement including Behaviour Management Service, Educational Psychology, Inclusion Officer, Youth Service, Social Services, CAMHS and Parent/carers in Partnership, Physical and Sensory Support Service (hearing and vision), Occupational Therapy, Speech and Language therapy, Young Carers and outreach services such as Limpsfield Grange and Woodfield Outreach.
- Counselling through Learning Space and YMCA
- Targeted group work from YMCA e.g. managing exam stress, body image
- Intervention from Mindworks e.g. ADHD Positivity
- Mentoring/ELSA/school counselling
- Use of an exam pen or scanning pen
- Placement at another Educational provider – including Springboard in Croydon, Cotelands, Route4, Springboard at East Surrey College and Reigate Valley College or Special School
- Exam concessions
- Touch typing
- Occupational therapy intervention and exercises (supported by OT service)
- Total working memory intervention

Students may also be involved in a range of other activities in school, including: lunch time club, homework club and sports clubs. There are also a wide range of visits organised to develop self- esteem, teamwork and in preparation for transition.

These visits to college and work placements including the Surrey Work Skills day in the Autumn term, participation in Disabled Sports events, as well as trips to London and to other activity centres.

All reasonable adjustments will be considered, inside and outside of the classroom, to enable the student to be successful and make progress.

It is recognised that students with special needs are more vulnerable to bullying and peer on peer abuse. This is reflected in our Child Protection and Safeguarding Policy. We will monitor incidents and offer support where needed.

Special Educational Needs Co-Ordinator at Warlingham School

Mrs Bethany Hunt

Contact b.hunt@warlinghamtlt.co.uk

01883 624067

Expertise and Qualifications within the support team

Our SENDCO is a qualified teacher with a degree in Psychology with Neuroscience from the University of Leicester. She has completed the PGCE in Special Educational Needs and is in the process of completing her NASENCO Award at the University of Canterbury. In addition, she has qualifications in Dyslexia and British Sign Language, as well as attending and delivering a range of training on many areas of SEN.

Our team of teaching assistants are very experienced and have a range of qualifications and specialisms, including qualifications in Dyslexia, Autism, ELKLAN, ADHD, Mental Health, ELSA, Bereavement and Youth Work. There are a couple who also have additional professional qualifications in counselling. Dependent of the growing needs of the school, the SENDCO will liaise with the learning development team and identify areas for development and offer training in these areas. There are currently two members of staff in the learning development department who have JCQ qualifications and can support with access arrangements.

The school plan continuous professional development training according to individual and whole school needs. We also ensure that other specialists can provide INSET in relation to SENDS and for specific interventions. These have included medical training for epilepsy, allergies and a 'button'. Specific training about mental health, restorative approaches, speech and language impairment including about students with a stammer, Specific Learning Difficulties, Autistic Spectrum Conditions, Attention Deficit Hyperactivity Disorder and Behaviour Management strategies have all been offered over the last three years. In the past two years, the whole staff have taken part in trust wide training around attachment and behaviour management within school.

All of our teaching assistants and representatives from the different departments across school have received specialist training on ADHD run by Surrey Mindworks ADHD positivity service and emotion coaching from an Educational Psychologist.

Additional training is also provided for the learning development team during fortnightly meetings, which is delivered by the professional learning mentor team around areas such as scaffolding, questioning and managing group work. (Managing and recognizing Cognitive overload is also a strategy worth including here.)

Funding

Reasonable adjustment will be made to the curriculum and to the equipment and facilities wherever is possible. Changes to activities can be agreed (e.g. students only taking part in swimming if they are not able to take part in team games for medical reasons), provision of some equipment (e.g. laptops, ceiling hoist and hearing link), resources (e.g. text books, enlarged materials, visual timetables), and coloured overlays/rulers. These are provided through SENDS funding where possible, including through the EHCP.

The focus for allocation of resources is on ensuring that all students receive the appropriate level of support at the appropriate time. The transition information we receive from primary schools is used to identify initially which students may need additional support either academically, with assistive technologies, or emotional/transition support.

Following on from that, we regularly collate and monitor data using a range of measures to identify individual and broad areas of need. We will assign students to existing interventions based on this data, as well as seeking out and finding additional resourcing if there is nothing available to meet the current need. The aim is always to move towards independence for students so, as a department, we regularly evaluate whether the student needs to continue with the intervention or to withdraw the support and allocate elsewhere.

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting, as well as individual learner needs. We seek to ensure value for money service, so interventions are 'costed' and evaluated. Governors receive regular reports on how the budget is used and how effective the interventions have been. Appropriate reports are published to the website. Use of EHCP funding is discussed at the Annual Review.

All SEND funding identified in the delegated budget has been directly allocated to supporting students with SENDS.

Consulting with parent/carers

Parent/carers receive termly tracking from school. The student profiles are available live and online via provision mapping and parents are provided with a log in so they can access and interact with these directly providing feedback and updates.

If a student has an Educational Health Care Plan there will be an Annual Review where both parent/carers and student are fully consulted.

Parents are invited to a parents evening with all their child's teachers annually at which the SENDCO is also available for meeting slots. Additionally, the SENDCO will arrange meetings with students who are identified as needing additional support or assessment.

Parents are also welcome at any time to ask for an appointment with the SENDCO to discuss their own concerns and how best to support their own child's learning.

Once every half term there is an open morning where parents are invited to come in, meet with the SEND team and raise any concerns or receive information.

There are additional parental information evenings set up throughout the year on a range of topics, including an introductory meeting for all parents of new Year 7 students with SEN, as well as supporting students with mental health and wellbeing.

Consultation with students

Through the school's Tutor Program there are regular opportunities for students to review their progress and their targets. Students will meet with a member of the Learning Development team to review their Student Profile targets at least once a year. If a student has an EHCP they will also get the opportunity to discuss their support at the Annual Review. Students in year 9 are fully engaged with the options process and are able to choose a range of subjects to study at KS4.

Students with SEN, who are identified using tracking, who are not meeting targets in attainment, behaviour and social and emotional wellbeing are allocated a keyworker who meets with them to discuss and set specific targets. This offers an opportunity for these students to articulate and share any concerns on a one-to-one basis and to be offered tailored support.

Complaints procedure

In the first instance any concerns should be addressed by contacting either the form tutor, Head of House or SENDCo. If this does not prove to be satisfactory then the Senior Leadership Team should be made aware.

The School Complaints Procedure is followed if an official complaint is made about provision for individuals. This would be discussed at a Local Committee meeting and recorded in the minutes. A formal response would be made to the parent/carers.

Governing Body and external agencies

We have links with social services in both Croydon and Surrey. Regular feedback is given to the link SEND Governor about external agency involvement. The Local Committee are fully informed of any whole school decisions, including curriculum, which impacts on students with SENDS.

Information for parent/carers about external support

If parent/carers are concerned about their son/daughter then they are encouraged to contact the Form Tutor in the first instance. For other more serious concerns then the Head of House or the SENDCO/Assistant SENDCO should be contacted.

A separate list of external support agencies for parent/carers can be found at the end of this document (Appendix 2)

Legislation and Guidance

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), **must** have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

As a school we work closely with parents/carers and the Local Authorities to ensure that we meet individual needs whenever possible. Students are encouraged to identify how they wish to be supported and this is recorded via their Student Profile which is shared with their teachers.

Other Relevant guidance

Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools Department for Education - Feb 2013
- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEND Local Offer

For further information about the full school offer for SEND provision please see the School Information report and provision maps which can be found on our website.

Details of Surrey's Local SEND offer can be found at:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=eORn9TefmcM>

Croydon local offer:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Other Relevant Documentation

Accessibility Policy

Admissions Policy

Health and Safety Policy Medical

Conditions Policy Accessibility Plan

Anti-Bullying Policy

Behaviour for Learning Policy

Teaching, Learning and Assessment Policy

Curriculum Policy

Child Protection and Safeguarding Policy

APPENDIX 1

Roles and Responsibilities within SEND

Policy

The Headteacher

- The daily management of all aspects of the school's work, including provision for SEND children
- Working closely with the school's SENDCO
- Keeping the governing body fully informed about SEND
- Leading and developing a vision for inclusion within the school
- Ensuring that the school improvement plan and subject plans include a SEND and inclusion priority
- Ensuring SEND and inclusion features on key meeting agendas
- Checking the quality of teaching and learning

SENDCO

- Advise on curriculum differentiation and accessibility issues
- Support teacher planning to meet student diversity
- Advise on inclusive teaching and learning approaches
- Model good SEND and inclusive classroom practice
- Monitor the quality and effectiveness of SEND policy and provision
- Support the implementation of the national curriculum inclusion statement of principles
- Advise on the efficient and effective deployment of Teaching Assistants and other SEND staff
- Help other colleagues to sustain constructive working relationships between students and staff
- Contribute to SEND INSET and monitor its impact on students' learning
- Maintain productive partnerships with parents of SEND students
- Collaborate with other heads of department and develop their skills

Teachers

- Measure and monitor the ongoing progress in learning, behaviour and personal development of students with SEND
- Identify and reduce barriers to learning
- Adapt the curriculum to provide maximum access to deliver ambitious outcomes no matter the needs of the student
- Be fully conversant with the student's profile and use adaptive teaching where required
- To feedback to the LD team about how effective strategies are and to review targets as needed
- To plan and oversee the use of adult support within the teaching environment

To communicate with parents of SEND learners promptly to preempt escalation of any issue.

Parents/Carers

- Take an interest in their child's education
- Listen to their child's worries and anxieties
- Support homework and out-of-hours learning activities
- Ensure their child attends school regularly
- Inform their child's teacher if their child is worried about aspects of school life or work
- Request work from the school in instances where their child is likely to be absent for some time from school

Local Committee

- Ensure that the necessary provision is made for SEND students
- Ensure the students' SEND are made known to those teaching them
- Ensure teachers in the school know the importance of identifying and providing the students with SEND
- Ensure SEND students join in the activities of the school together with students who do not have SEND, as far as is reasonably practical
- Report to parents on the implementation of the school's SEND policy
- Ensure parents are informed that their child is receiving SEND provision
- Involved fully in developing and monitoring the quality and effectiveness of the school's SEND policy and provision
- Are knowledgeable and up-to-date about the school's strengths and areas for further development in relation to SEND provision
- Know how funding, equipment and personnel resources are deployed, and their impact on raising standards (value added)
- Meet regularly with the SENDCO to receive regular up-dates on progress in SEND/inclusion
- Are aware of the priorities and the school's Accessibility Plan, and the progress made towards meeting these
- Check the impact of SEND INSET on improving classroom practice
- Check that the school is supporting parents/carers of SEND students
- Check that SEND and inclusion is an integral part of school improvement

The role of the SENDCO in schools – taken from the SEN Code of Practice

6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENDCO for the school.

6.85 The SENDCO must be a qualified teacher working at the school. A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

6.86 A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References Section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENDCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

6.87 The SENDCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans.

6.89 The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching.

6.90 The key responsibilities of the SENDCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after student has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LA and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school Local Committee to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEND up to date

6.91 The school should ensure that the SENDCO has sufficient time and resources to carry out these functions. This should include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

6.92 It may be appropriate for a number of smaller primary schools to share a SENDCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENDCO to fulfil the role effectively for the total registered student population across all of the schools involved.

6.93 Where such a shared approach is taken the SENDCO should not normally have a significant class teaching commitment. Such a shared SENDCO role should not be carried out by a headteacher at one of the schools.

6.94 Schools should review the effectiveness of such a shared SENDCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEND provision, or the progress of students with SEND.

APPENDIX 2

External Support Agencies

EWS - Education Welfare Service
BMS - Behaviour Management Service
SALT - Speech & Language Therapy
LLS - Learning & Language Support
PHSS - Physical & Sensory Support Service
CAMHS - Child & Adult Mental Health Service
TAMHS - Targeted Mental Health in Schools
ASC - Autistic Spectrum Condition Outreach
EP - Educational Psychologist (Access to EP for EHCP students)
Safer London
Catch 22
Learning Space
Early Help

Useful Services & Support

Family Information Service (information on local resources) <https://www.surreycc.gov.uk/people-and-community/families>

Surrey Healthy Schools
<https://www.healthysurrey.org.uk/healthy-schools>

Cruse Bereavement Care
<https://www.cruse.org.uk/>

Mediation Surrey
<https://mediationsurrey.org/>

Kooth www.kooth.com

The Lighthouse
www.thelighthousewoking.org

Home Start
www.home-start.org.uk

Your Sanctuary
www.yoursanctuary.org.uk

Early Help & Assessment Plan
<https://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/earlyhelp/what-is-the-early-help-assessment>

Surrey Local Offer

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=CO0Lrsw2px0>

SEND advice Surrey

<https://sendadvice.surrey.org.uk/>

Croydon Local Offer

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Croydon SEND FAQ

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=nrbXdeVYsWE>

SEND Code of Practice 2015

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

SEND Advice Surrey

Every local authority must make arrangements for an information advice and support service in their area. We provide impartial, confidential and free support to empower parents/carers, children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years to: fully participate.

Consort House, 3rd Floor, 5-7 Queensway, Redhill, Surrey, RH1 1YB

01737 737 300