

Seaford Head School

Achieving Excellence Together



Special Educational Needs and Disability Policy

Governors Committee Responsible for the Policy:	Standards Committee
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Leadership Team Role Responsible for the Operation of the Policy:	Assistant Head Teacher i.c Inclusion
Head Teacher:	Mr Bob Ellis
Head of Inclusion /	
Special Educational Needs and Disability Co-ordinator:	Ms Jo Smith
Deputy SENDCO	Mrs Ashley Curcio
Chair of Governors:	Mr John Dilley
SEN Governor:	Mr Ray Finch
Designated Teacher for looked after children-	Ms Jo Smith/ Mrs Sue Ackroyd
Designated Safeguarding Lead	Ms Jo Smith

Inquiries about an individual child's progress should be addressed at first to the Student Service Officer /Form Tutor/ Subject Teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the individuals named above. Contact details are available on the schools website <http://www.seafordhead.org/>

This policy sets out our approach to supporting children with Special Educational Needs and Disabilities (SEND). For more information about how we support children with SEND please also see our Local Offer for SEND / SEND Information Report, updated annually. <http://www.seafordhead.org/parents-local-offer.php>

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND <http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy / Keeping children safe in education (statutory guidance 2016) Working together to Safeguard Children (2015)
- Equalities and Accessibilities Policy (2017)
- Teachers Standards

This policy was created by the school's Head of Inclusion, the SEND Governor in liaison with the SLT, all staff and parents of students with SEND.

From September 2014 the provision of the Children and Families Bill, its associated regulations and the Code of Practice will be in force.

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SECTION 1: AIMS

All students are entitled to be valued by all staff for the individual contribution they make to school. All students are entitled to a broad, balanced, relevant and differentiated curriculum delivered in the most integrated way practicable, to experience success and feel positive about themselves.

The department supports students, regardless of disabilities, throughout the school to enable them to access the national curriculum and associated school activities. The department provides support and advice for all staff. Inclusion is about belonging, being happy and feeling valued within the school and wider community, irrespective of age, ability, ethnicity or social background. All teachers have a responsibility for teaching all children: ***'All teachers are teachers of students with special educational needs.'***

Seaford Head School provides support and intervention in line with the current Code of Practice (2014). The school aims to follow the principles listed below that underpin the new code of Practice

- Ensure that the views, wishes and feelings of the child /young person and their parents are sought when planning for a student with SEND needs and that their parents participating 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/ young person and their parents in order to facilitate the development of the child / young person.
- Education, health and social care services to work together to support children/ young people and their families when needed.
- To provide high quality teaching that is differentiated and personalised for all students.
- To have high aspirations for all SEND pupils to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

SECTION 2: OBJECTIVES

Seaford Head School follows methods to ensure that students with SEND progress and achieve the best outcomes.

1. To identify and provide for students who have special educational needs and additional needs.
2. To provide a graduated approach outlined in the SEND code of Practice.
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
4. To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.
5. To provide a Special Educational Needs/Disability Co-ordinator (SENDCo)
6. To provide support and advice for all staff working with SEND students
7. To consult outside agencies when required to provide the appropriate and successful support.
8. Our governing body works with the Head of Inclusion and Head Teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.
9. The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2014) divides needs into 4 broad categories:

1. Communication
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and Physical

These four broad areas give an overview of the range of needs that are provided for. Identification allows the school to decide on what action to take. Seaford Head considers the needs of the whole child not just the special educational needs of the child. Details of these 4 areas of need can be viewed in the SEND Matrix

‘A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.’

We will assess each student’s current skills and level of attainment on entry to the school. We will make regular assessments of progress for all students. These will seek to identify students making less than expected progress given their age and individual circumstances. When 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

The first response to less than expected progress will always be high quality teaching targeted at the student’s area of weakness. Subject teachers are continually aware of student’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. The Subject Teacher/ Director of Learning (DoL), working with the Head of Inclusion, will carry out a clear analysis of the student’s needs including the individual’s development in comparison to their peers and national data.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child’s development. We also listen and address any concerns raised by children themselves.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADD/ADHD or some other disability.

Seaford Head School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN, but may impact on a child’s progress and attainment. The following may also impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Emotional wellbeing

SECTION 4: ADMISSIONS

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website

SECTION 5: A GRADUATED APPROACH TO SEN SUPPORT

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Head of Inclusion, but will be planned and delivered by teaching and support staff. The **Assess – Plan – Do – Review** cycle is employed here as instructed in the SEN Code of Practice 2014. The SEND needs of students are recorded on a central SEND register. The register is coded to show a graduated response to SEN needs and provision: EHC plan /SEN Support /Monitoring

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SED information report.

Parents are informed of the support and assessments carried out on their child. If progress is not made school or parents may request for an Additional Needs Plan to be actioned. Outside agencies are called upon to support the assessment and provision of students with SEND when the school feels they are in need of more specialist information or need advice on additional strategies and support to meet the needs of a student. Parents are informed and are part of the information sharing and the review, following any assessments. The Additional Needs Plan is written with all concerned and the targets set shared with teachers and Teaching Assistants (TAs). Support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Where, despite taking relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the school or by parents. In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter-term targets at school level.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

SECTION 6: MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The school makes use of its allocated funds and additional funds to provide support and resources across the curriculum and sites. We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including resources targeted at particular groups such as the 'pupil premium.'

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold. The allocation of support is reviewed regularly to ensure it meets the learning needs of the students. Students are withdrawn from some lessons to provide specialist teaching. Subject teachers are responsible for evidencing the progress of SEN students in their classes

The Head of Inclusion is responsible for managing the SEND register and keeping it up to date. Seaford Head School employs Provision Management to track the provision students receive. This is being developed to comply with the SEND Code of Practice 2014 guidance. The level of provision employed for a student will be decided at relevant stages. All interventions will become outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated.

The department provides literacy, numeracy, social emotional and mental health support to facilitate the inclusion of all students regardless of their disabilities throughout the school curriculum.

Guidance and regular training is provided for all teaching staff and teaching assistants to ensure that all students are integrated into mainstream curricular provision wherever it is appropriate. School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through whole school classroom observation programme and CPD. This includes reviewing and, where necessary, improving, teachers' and teaching assistants understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The Head of Department and the team for Inclusion gather information from teachers and other professionals. Additional assessments inform progress for students with SEND or for those who may have SEND. Appropriate support is provided both in and out of the classroom using available resources for students with 'SEND Support' or an 'EHCP on the register.

Information gathering and ongoing assessment includes:

- Transition information from Primary schools.
- Data, specialist reports and Annual Reviews for year 6 with EHC /SB plans
- Observations of students
- Information/ strategy sharing through TA meetings/ briefing and Inset
- Year group Progress meetings
- Outside agencies (written and verbal responses).
- Assessment for Access Arrangements for GCSE.
- Specialist teacher reports.

- Individualised learning and assessment data.
- Subject teacher meetings for individualised programmes of support.
- Review meetings for EHCP and ANPs.
- PEPs for LAC students
- PEPs for Children under TLP
- Whole school behaviour and attendance staged plans
- Medical information.
- Standardised Screening Tests for all year groups.
- Pupil passports

All students are expected to complete the same tests and assessments. Students with SEND are included in this, however some additional support and differentiation may be provided to ensure a level playing field in a test situation. This includes: additional time, a reader, a scribe, use of a word processor, prompt and rest breaks in line with the guidance provided by JCQ (Joint Council for Qualifications).

We support the emotional, social and mental development of children with SEN and Disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for students' spiritual, moral, social and cultural development.

All students' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the DoL will assess the child's needs, taking into account family circumstances and the child's known history of experiences. We may request support from Children's Services for example EHKW/ CAMHS/ ESBAS.

Looked after children (LAC): Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. The school recognises that children that have some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. Seaford Head has designated members of staff for looked after children (LAC). Designated teachers should work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

English as an Additional Language (EAL): The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. Seaford Head appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

SECTION 7: CRITERIA FOR EXITING THE SEN REGISTER/ RECORDS

Students will exit the SEND register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

SECTION 8: SUPPORTING STUDENTS AND FAMILIES

Seaford Head School's Inclusion department has an effective partnership with parents. Members of the team meet with parents both in a whole school setting e.g. Parents Evenings, Annual Review meeting and at individually arranged progress meetings to support students with their learning and achievements.

We understand how difficult it is for students and parents as they move into a new school and will do what we can, according to the individual needs of the child, to make the transition as smooth as possible. This may include additional meetings for the parents and child with the Head of inclusion / Transition TA. Enhanced transition arrangements are tailored to meet individual needs.

We are committed to working in partnership with parents and carers and have regard to the views, wishes and feelings of parents.

- To provide parents with the information and support necessary to enable their full participation in decision-making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

We are committed to involving children with SEND in decisions about their learning and have regard to the views, wishes and feelings of children to provide information and support necessary to enable full participation in decision making to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

For more information to support your family and your child please refer to the following:
<http://www.seafordhead.org/parents-local-offer.php>

SECTION 9: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Seaford Head School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

Seaford Head School wishes to ensure that students with medical conditions receive appropriate care and support at school. The schools policy for managing the medical conditions of students has been developed in line with the Department for Education's guidance released in April 2014. The schools policy for, 'supporting student with medical conditions' is available on our website or on request, from the school office.

SECTION 10: MONITORING AND EVALUATING OF SEND

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We maintain an overview of the programmes and interventions used with different groups of students to provide a basis for monitoring their effectiveness and impact. We use whole school and specialised information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so. We will publish an annual SEN report on the school website.

SECTION 11: TRAINING AND RESOURCING

The Head of Inclusion is responsible for the management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with Education Health and Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

All of our teachers are trained to work with students with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all students effectively. We offer training and self-help opportunities through access to in-house training and resources or LA courses, provision of books or guidance towards useful websites.

Some staff have expertise and training on other areas or specific interventions. All TAs work with students with SEN and Disabilities.

Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management.

The school's Head of Inclusion regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

SECTION 12: ROLES AND RESPONSIBILITIES

The governing body has a responsibility to:

Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them. Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.

Endeavour to secure the special educational provision called for by a pupil's SEND.

- Designate an appropriate member of staff to be the Special Educational Needs and Disabilities Coordinator (SENDCO) and have responsibility for coordinating provision for pupils with SEND.

- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities. Publish annual information about the arrangements for the admission of pupils with disabilities, 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.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC Plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Prepare the SEN information report and publish it on the website.

The Head Teacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO 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 the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.

- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

The SENCO has a responsibility to:

- Be a qualified teacher
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and Head Teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of students with SEN. Contributing to the in-service training of staff.

Subject teachers have a responsibility to:

- Devise strategies and identify appropriate differentiated methods to enable all students to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring statemented /EHCPs targets are considered in lessons.
- Monitoring progress of students with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to Head of Inclusion

Teaching Assistants

Teaching Assistants are line managed by the Head of Inclusion and other members of the department working at a higher grade. Their roles and responsibilities are:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against Statement targets
- Assist with drawing up individual plans for students, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 with students with statements/EHCPs
- Support students on Educational Visits, as required.
- Attend meetings as required.

Child Protection and Safeguarding

Details of these are found at the front of the policy.

SECTION 13: Funding

Seaford Head will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC Plan.

SECTION 14: STORING AND MANAGING INFORMATION

Education Health Care plans (EHC Plans) and other specialist reports on individual students will be kept securely so that unauthorised persons do not have access to it. EHC Plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child (See our Data Protection policy for more information).

SECTION 15: ACCESSIBILITY

The SEN and Disability Act 2012 amended the SEND framework, set out in the Education Act, 1996 and extended the Disability Discrimination Act (DDA) 1995 to cover the provision of education. Since 2002, three set duties have combined to provide the statutory framework that underpins equality of opportunity for disabled students in accessing school education:

- The disability discrimination duties in Part 4 of the DDA
- The planning duties in Part 4 of the DDA
- The Special Education Needs (SEN) duties in the Education Act 1996.

The school is committed to ensuring access to all students wherever possible.

The school provides resources to meet the specific needs of individual students as they arise (e.g. specialised furniture, learning aids, visual aids). Both school sites are equipped with ramps and lifts in the main buildings to enable disabled access.

SECTION 16: LOCAL OFFER

In the developing and reviewing the Local Offer the school will adopt the following approach:
 Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.
 Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Up-to-date: When parents and pupils access the Local Offer it is important that the information is up-to-date.

The local offer can be found on:

<http://www.seafordhead.org/policies>

www.eastsussex.gov.uk/localoffer

SECTION 17: COMPLAINTS

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website: www.ourschoolwebsite.com/complaints

SECTION 18: REVIEWING THE POLICY

Due to the climate of reform under the new requirements of the SEND Code of Practice 2014 Seaford Head School will review their SEND policy annually