SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Version History	
Date of first issue:	September 2020 (KFW)
Dates of Updates:	September 2021 – September 2025 (KFW) September 2026 (CTY)
Most recently approved by governors on:	September 2026
To be next reviewed on:	September 2027

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) 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 (2015)**
- **Schools SEN Information Report (2024)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (Last updated 2017)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2011 (Last updated 2021)**
- **This policy has been created by the SENCO in liaison with SLT and governors.**

Key definitions

Discrimination - discrimination occurs if a disabled person - by reason of their disability - is treated less favourably than a person for whom that reason does not or would not apply, and that treatment is not justified.

Disabled - a person who has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Special Educational Needs - a person who has a learning difficulty, which calls for special educational provision to be made for them.

SENCO (Special Educational Needs Co-ordinator) – a designated, qualified teacher who is responsible for managing, leading, and coordinating the operational provision and support for students with special educational needs and disabilities**. The SENCO at Sutton School is Miss C Taylor.**

Sutton School is committed to:

- providing a safe, happy and stimulating learning environment which will enable pupils to realise their potential as individuals in society.
- providing equal access to a broad and balanced curriculum which:
    - **meets statutory requirements.**
    - **reflects the cultural diversity of society.**
    - **meets the needs of all pupils.**
    - **develops skills for independence and a pathway for an active role in society.**
    - **maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.**

Aims of the SEN policy:

- **that practice reflects our school mission, vision and values.**
- **that pupils receive the provision set out in their Education Health and Care Plan.**
- **to identify the changing needs of pupils.**
- **respond to these changing needs so that pupils can further develop their potential as individuals.**

These aims will be achieved by:

- **providing all staff with up to date and relevant information on the needs of pupils.**
- **providing staff with regular opportunities to discuss pupil needs.**
- **providing staff with regular professional development opportunities to expand their SEN pedagogy.**
- **providing a structure within which information on pupils can be collected, provided and processed systematically.**
- **acting promptly on decisions made.**

Admissions

The school is oversubscribed with a current intake of 192 pupils. All admissions are received by referral from the LA. All pupils should have an EHCP on admission. The pupils are funded according to need; this is decided by the SEN team. All funding received by school is directly linked to pupils.

Education Health and Care Plan (EHCP) All pupils attending Sutton School have been placed here by their Local Authority. All pupils have an EHCP which details their needs and provision. The needs of our pupils are quite diverse, and range from communication and social interaction (ASD,) cognition and learning, social and emotional through to physical and sensory.

Summary

Figure 1 - Our areas of expertise

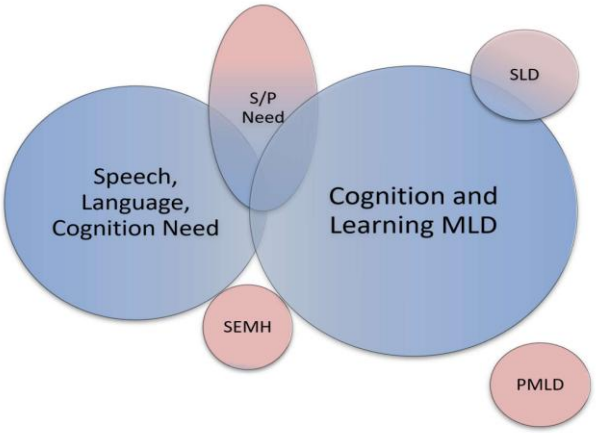

Figure 1 identifies the groups of children we are most able to support. In blue are the needs where we hold expertise, in sepia those areas where we acknowledge we are not experts. For some areas there is a natural overlap where judgement is called for, for others clearly there is not.

The Annual Review procedure

A date is set at the beginning of the school year (September) for the annual reviews to be held. The LA is informed of this annual review Schedule with an open invitation to attend all review meetings. At least two weeks before the set date for the annual review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

Gathering information:

The following information is collated for the review (as appropriate):

- **the latest end of year school report.**
- **teacher report on progress towards meeting targets**
- **recent Assessment Summary.**
- **record of attendance.**
- **speech and language report if the pupil receives therapy.**
- **EP report if needed.**
- **OT report if needed.**
- **physiotherapy report if needed.**
- **summary of behaviour data if needed.**
- **CAMHS report if needed.**
- **Medical information**
- **Social Care information**

Accessibility Strategy and Plan

The Special Educational Needs and Disability Act 2001 and Equality Act 2010 require that every school has an 'accessibility plan' in place. Schools are required to plan, over time, to:

- **Increase the extent to which disabled pupils can participate in the curriculum.**
- **Improve the physical environment of the school.**
- **Improve the accessibility of information that is provided in writing to non-disabled pupils.**

As all the pupils at The Sutton School have SEN and some are disabled, the School Improvement Plan includes accessibility issues regarding provision and the environment. The School Improvement Plan is written in consultation with the Senior Leadership Team, Staff, Governors and the LA. The plan is continually reviewed. It takes account of external and internal factors impacting on the progress and achievement of all pupils in the school and is monitored and evaluated by the Headteacher, Governors, Senior Leadership Team and the School Improvement Partner.

The school actively promotes equality and diversity by embedding inclusive practises in teaching, learning, and school culture, ensuring that all pupils and families feel valued and respected.

Provision

A personalised approach to pupil development is implemented which ensures that all teaching is appropriately differentiated and that pupils are making the best progress and achieving standards, which reflect their potential. Equal opportunities practice within the school aims to avoid discrimination against any pupil or parent on the grounds of gender, race, religion, ability or disability, and to promote positive attitudes.

All pupils, regardless of the level of disability, have a right of access to all facilities and resources of the school. Classroom activities and educational visits are planned so that they are relevant to all pupils within the group, whatever their disability. A wide range of residentials and / or enrichment experiences are offered, so that every pupil has access to these experiences capable of meeting their needs, on a number of occasions during their school career.

The school is committed to ensuring that in all curriculum areas, including English and communication, there is a clear identification of essential knowledge and skills. These are carefully sequenced and built upon to enable pupils to make consistent progress over time in line with individual needs.

All staff are required to consistently implement the agreed communication support systems across all settings and times of the school day to ensure pupils with speech, communication, and language needs can effectively express themselves and be understood.

Staffing

The governors are responsible for ensuring that the school is staffed sufficiently and effectively. There is an induction policy in place, which ensures that staff are fully informed of school policy and practice. There is a professional development plan, which ensures that

all staff receive relevant and appropriate training. It is the governors' aim to maintain a balanced variety of expertise within the school. Learning facilitators receive ongoing training to support pupils effectively and are deployed strategically to enhance learning outcomes and promote pupil independence.

Teachers from the service for hearing and visually impaired pupils offer advice and regular monitoring of pupils, the educational psychologist supports staff on request, and particularly in relation to development of behaviour strategies. The speech and language therapy service provide an assessment, monitoring and advisory role in relation to pupils' communication development, and any specific difficulties that arise.

Where appropriate, Physiotherapists visit school to offer advice on physiotherapy programmes and to monitor the on-going appropriateness of aids used by pupils. Occupational therapy advice is also available when required and our regular Occupational therapist visits school weekly, to review caseload and monitor pupils in school.

We have a family liaison officer on hand to communicate with parents and deal with pastoral concerns/ issues as they arise. In addition, we have a medical officer who leads the safe administration of medication and facilitates health, safety and wellbeing for both pupils and staff. Our Dudley based school nursing team, drop into school regularly and ,where appropriate, liaise with parents or attend relevant meetings. Our family liaison officer is trained in ELSA and works with an increasing number of pupils throughout school targeting many social, emotional and mental health needs. We have a pastoral team based in 'Reflection' who work to manage pupils' behaviours throughout school and offer a supportive, nurturing environment to further facilitate their learning.

The Parent- Practitioner-Pupil Triangle

Sutton School recognises that successful management of individual pupil need is achieved via the involvement, opinion and knowledge of parents. We aim to create a partnership between parents, pupils and the school (practitioners.) Parents are encouraged to take an active interest in their child's education.

Parents are also involved in discussions about short-term targets for their child and the school holds regular parent meetings. Regular liaison with parents occurs through Arbor and is supplemented by phone calls where necessary. Additionally, parents are encouraged to visit school to discuss concerns with appropriate staff or the Headteacher, to support the work of the school generally and for workshops led by outside agencies. Families are encouraged to attend our social events and regular shows throughout the year.

If parents feel that their child has been discriminated against, they are encouraged to discuss their concerns with the Headteacher in the first instance. If they continue to be concerned, they are encouraged to contact the governing body of the school. If discussions with the governing body are not satisfactory, they should discuss their concerns with the Children's Services Manager at the local authority (LA.)

Monitoring and Evaluation

The School Self Evaluation Form (SEF) is updated throughout the year. This informs the School Improvement Plan and this is the underpinning document driving all developments in relation to SEN and Disability at Sutton School.

Pupils' learning and teachers' delivery are evaluated through:

- **Lesson observations by the Senior Leadership and Senior Management Teams.**
- **Monitoring of curriculum and lesson planning by Senior Leadership and Senior Management Teams.**
- **Curriculum / Pathway Leaders report developments to the Governors School Improvement Committee as and when deemed appropriate within the yearly agenda.**
- **Phase and Curriculum Leaders present to the Governors on developments in their respective areas.**
- **Governors carry out regular classroom / school visits.**

Findings from lesson observations, curriculum monitoring, and pupil progress reviews are systematically analysed to identify areas for development. Action plans are created and reviewed regularly to ensure continuous improvement in SEND provision and pupil outcomes.

In all cases, the information gathered is acted upon where necessary, to contribute to continuous and effective school improvement, with the aim of enhancing the education of the pupils to the greatest possible level.

Supporting Pupils with Speech, Language and Communication Difficulties:

Given the high prevalence of communication needs in our school population, we use a range of accessible strategies and systems to support SLCN, such as use of augmentative and alternative communication (AAC) systems, Aided Language Displays (ALD's) visual supports, and staff training in communication strategies.

Supporting Pupils with Medical Conditions

Sutton School have a Medical Liaison Officer on site and a school nurse who visits regularly and on request. We also have a team of staff who are employed to support pupil health needs with accredited First Aid qualifications. All school staff are trained to undertake basic

medical procedures. (Last whole school update – September 2025. Next training session will be in November 2026) All staff have training in the management of asthma, epilepsy and anaphylaxis (last updated September 2025. Next training session will be in November 2026) Pupils with medical and complex needs who require a health care plan have them updated regularly (at least annually,) with support from the school nurse. The school operates in line with the recommendations for Supporting Pupils with Medical Conditions May 2015.