



SEND Policy

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 (July 2014)

School SEN Information Report regulations (2014)

Statutory Guidance on supporting students at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

The process of developing the draft of this policy was initially carried out by Uppingham Community College SENCO and Senior Leadership Team. It was then finalised by the SENCO in consultation with SEN School Advisory Board Governor, parent/carers, students and staff at the school.

Associate Assistant Headteacher Mrs Marian Wiggin

NAME OF SENDCo Mrs Lisa Oliver, Assistant Headteacher

Deputy SENDCo Mrs Paula Norton

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AIM

We are committed to using our best endeavours to provide an appropriate and high-quality education for all students at our school which enables them to:

- Achieve their best supported by our school values of kindness, respect and honesty.
- Become confident individuals living fulfilling lives.
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every student, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all students, including those with special educational needs.

We aim to achieve a community where parent/carers and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for students with SEND.

We aim to provide all students, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

OBJECTIVES

To achieve this aim we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all students can thrive.
2. Respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the student, but by purposefully creating an enabling environment, doing everything we can to meet a student's SEN through ordinarily available school provision.
3. Identification of a students' special educational needs at the earliest point and then making effective provision using a graduated response, as this is known to improve long term outcomes.
4. Work in close partnership with parent/carers to achieve these aims. We are committed to parent/carers participating as fully as possible in decisions and being provided with the information and support necessary to enable this.
5. Support students themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with students with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all students.
8. Appoint qualified Special Needs Coordinators who will have responsibility for the day-to-day operation of the SEN policy and coordination of specific provision made to support individual students with SEN, including those who have EHC plans.

The Headteacher, SENCo, all staff and the School Advisory Board will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

A student has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to students of the same age. For some students, SEN can be identified at an early age. However, for other students and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of all students. Subject teachers will assess each student's current skills and levels of attainment on entry to UCC, building on information from previous schools. Subject teachers then make regular assessments of progress for all students as part of UCC's cycle of assessment, identifying in particular where students are making less than expected progress given their age and individual circumstances. Where a student's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- or widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, individual students often have needs that cut across all these areas and their needs may change over time. At UCC, the needs of the whole young person will always be considered in this process.

There are other factors that may impact on progress and attainment that are **not** considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a student's behaviour may be an underlying response to a need which the school would work with parent/carers to identify. In the first instance the whole school behaviour system would be used to identify the behaviour. Should the behaviour be persistent then the SENCo may become involved if agreed between the Progress Leader and the Assistant Headteacher (Behaviour and Welfare). It is important that school, home and student recognise that moments of poor behaviour, presented by a student with SEND, are not always an outcome of the student's SEND needs. Where appropriate, reasonable adjustments may be made if sanctions are required.

THE GRADUATED APPROACH TO SEN SUPPORT

Identifying and adapting teaching to meet students' needs is a process that is in place for all students. The school has a rigorous and regular system, through termly student progress updates to identify where students are not making expected progress or working below national expectations. Subject teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The subject teacher will also talk with parent/carers to ensure there is a shared understanding of a student's needs and to gain parent/carer perspective on any emerging concerns and areas of strength.

Where a student's needs are persistent and impact across subjects, the Progress Leaders and Form tutor supported by the subject teachers, will complete an initial concerns checklist and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parent/carers will be invited to attend this meeting and share their perspective. Where appropriate, the student's views will be sought. If, as a result of this process, different and additional provision is required to meet the student's needs, the student will then be placed on the school SEN record at 'SEN Support'. The parent/carers will be informed if the school is making special educational provision for a student. The subject teachers remain responsible and accountable at all times for the progress and development of all students in his/her class. High quality teaching, differentiated for individual students is always seen as the first step in responding to students who may have SEN.

Working together the SENCo, Progress Leader, Form Tutor, parent/carers and student (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the student, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEN support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles to match interventions to the SEN of a student.

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the student and their parent/carers. This review will then feed back into the analysis of the student's needs. The class teachers, with support from the SENCo where needed, will revise the support considering the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parent/carers will always be involved in any decision to involve specialists along with the student's Form teacher, Progress Leader and in appropriate cases, the student themselves. Specialist agencies will only be contacted where parent/carers are in agreement. It is the SENCos role to contact any specialist or external agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parent/carers, teaching staff and, where appropriate, the student. The involvement of specialists/external agencies, and what was discussed or agreed will be recorded and shared with the parent/carers and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers

- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCOs and Headteacher. Where students are made subject to an EHC plan, the school will work in close partnership with any specialist agencies named on the Plan to provide support and specialist advice.

Enhanced Resource Provision- Inclusion Hub

The primary aim of the enhanced resource provision at UCC is to share expertise with other local schools, this is done through training events, discussion groups and workshops. The Inclusion Hub also caters for a small number of students who for various reasons may require a more bespoke school offer in the first instance that cannot be provided by training and support offered to mainstream school. By tailoring the school curriculum offer and supporting their individual needs students transition into the Inclusion Hub and are then supported to transition from this smaller environment into the mainstream school.

The Associate Assistant Headteacher is responsible for the ERP;

Name Mrs Marian Wiggin

Ms Caroline Watson and Mrs Emma Yarde are Specialist Teachers within the ERP

Contact SENCO@ucc.rutland.sch.uk

Mainstream Plus

This is **not** a specialist provision in the same way as a DSP or ERP provision. The intention is that children with an EHCP and that may have Cognition and Learning and SEMH needs access a primarily mainstream experience, covering the national curriculum subjects.

They will travel through KS3 and KS4 where needed, as a smaller tutor group with access to all the mainstream facilities at UCC. They will experience bespoke smaller physical environments, greater structure around learning and homework and a high level of pastoral care which will be incorporated into the timetable for young people accessing 'mainstream plus' support.

Name Mrs Kelly Hault (Head of Mainstream plus)

Contact SENCO@ucc.rutland.sch.uk

The Education Health and Care Plan process

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parent/carers will consider whether an Education, Health and

Care plan assessment from the Local Authority is appropriate. To inform this decision, the SENCo will have close regard to the local authority's criteria for an EHC Plan assessment. This can be found on the Rutland Local Offer, Leicestershire Local Authority Local Offer and Northamptonshire Local Authority Local Offer websites along with information on the EHC plan coordinated assessment process and will be shared in full with parent/carers to ensure they are confident and clear about what the process is and how they are involved in it.

Removing students from the SEN register

In consultation with parent/carers, the student will be considered for removal from the SEND register where he / she has made sustained good progress that:

- betters the previous rate of progress and has sufficiently closed the attainment gap between the student and their peers of the same age,
- or where a student's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- and SEN Support is no longer required to ensure this progress is sustained.

SUPPORTING PARENT/CARERS OF STUDENTS WITH SEN

Uppingham Community College is fully committed to a meaningful partnership with parent/carers of students with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parent/carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- SENCo available for meeting by appointment through the Deputy SENCo, Mrs Norton, or by emailing SENCO@ucc.rutland.sch.uk.
- Each half term, an 'online SEND parents afternoon' is held. There is a separate afternoon for KS3 and KS4. Invites will be considered based on SENCo concerns or from parental concerns raised via email.
- Publishing how the school implements the SEND Policy on the school website following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Where appropriate, Progress Leader meeting with parent/carers, in addition to parent/carer evening appointments, to discuss concerns regarding students' progress at the earliest opportunity, raised either by the subject teacher or the parent/carers themselves.
- Subject teachers will invite parent/carers of students with SEN in their class to telephone meetings to review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent/carer, the pupil and the school. It will provide an opportunity for the parent/carer to share their views. This meeting may be part of, or in addition to, parent/carers' evening meetings and may be supported by the SENCo.

- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parent/carers in ways that they can help with their son/daughter's learning and development at home.
- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the student's parent/carers. Signposting parent/carers to wider support, information and services pertinent to their son/daughter's SEN by ensuring they know how to access the Local Offer and the LA's Parent/Carer Partnership Service.
- The school's SEN Information Report and the SEND policy are available electronically and a paper copy will be made available to parent/carers on request.
- Planning in additional support at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to the next phase of education.
- Seeking parent/carers' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

SUPPORTING PUPIL VOICE

The school recognises that all students have the right to be involved in making decisions and exercising choice. We aim to develop students' self-advocacy skills to enable them to transfer to their next phase of education confident and be able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights whilst becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parent/carers, we will support students to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, students with SEN are involved in monitoring and reviewing their progress and, as fully as possible, in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by students themselves.
- Planning in additional support for students at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Students are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

- Seeking students' views through regular questionnaires / group interview activities undertaken by the SENCo and / or SEND School Advisory Board Governor, considering adjustments that may be required in light of analysis of the data from the information gathered. Students with SEND are supported by all teachers, but particularly their Form tutor, Progress Leader, -Assistant Progress Leaders or the SENCo, to apply for positions of student responsibility within the school where appropriate. These positions may include, but not be limited to, the Year 11 Head Students and Prefect team, Sports Leaders, student mentors, reading buddies etc.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support students at school with medical conditions are detailed with the school's policy for Supporting Students with Medical Conditions.

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all students including those with SEND. This is done through scrutiny of data related to the achievement of students with SEND, work scrutiny, observation and sampling of parent/carer and pupil questionnaires. The SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the School Advisory Boards process of monitoring the effectiveness of the school's SEN Policy.

TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends SENCo Network and is a member of NASEN in order to keep up to date with local and national updates in SEND.

The Associate Assistant Principal and SENCos are Autism Education Trust (AET) trainers.

FUNDING FOR SEN AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'. The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also make use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Headteacher, SLT and subject teachers, the SENCo will map the targeted provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

ROLES AND RESPONSIBILITIES

SENCo

The key responsibilities of the SENCo are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND
- liaising with the relevant Designated Teacher where a looked after pupil 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 and liaising with parent/carers of pupils with SEND
- liaising with primary schools, 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 local authority and its support services
- liaising with potential next providers of education to ensure a student and their parent/carers are informed about options, and a smooth transition is planned
- working with the Headteacher, SLT and School Advisory Board to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEND up to date

Headteacher and School Advisory Board

The Headteacher will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. A member of the School Advisory Board is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the School Advisory Board is kept informed of how the school is meeting the statutory requirements. The Headteacher, SENCo and School Advisory Board will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at groups, such as the pupil premium.

The Headteacher will ensure that the SENCo has sufficient time and resources to carry out his / her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Data Protection

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use in line with our Data protection policy.

REVIEWING THIS POLICY

This policy is developed through co-production with parents, carers and School Advisory Board and will be formally reviewed annually by the SENCo and SLT.