

Special Educational Needs (SEND) Policy

Author:	Mrs Gemma Megson, SENCo
Policy Reference:	001
Adopted by Governors:	Autumn 2014
Review Date:	Autumn 2016

Contents

	Page
1. Introduction	3
2. Aims	4
3. Admission Arrangements	5
4. Implementation	5
5. Coordination of the School's special educational provision	6
6. The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school	6
7. SEN Provision	7
8. External Support Services	7
9. SEN Transition	8
10. Procedures used by the school for working with SEND pupils	8
11. Supporting pupils and families	9
12. Supporting pupils at school with medical conditions	9
13. Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEND	10
14. Staffing Arrangements	10
15. Facilities and resources allocated to and amongst pupils with SEND	11
16. Monitoring, Evaluation and Review	11
17. Concerns or Complaints from Parents	12
18. Reviewing the Policy	12

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 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 June 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- NASEN – Updating SEND Policy 2014

This policy has been co-produced by the SENCo with the SEN Governor, the BLCT SENCo network and in liaison with SLT, all staff and parents of pupils with SEND who are part of a SEND Parent Forum group.

Staff Roles and Contact Details:

SENCo – Gemma Megson, National Award for SEN Co-ordination – Leeds Met 2013 (Medical needs)

gemma.megson@baysgarthschool.co.uk

Deputy Head – Jade Driscoll (Safeguarding, Pupil Premium)

jade.driscoll@baysgarthschool.co.uk

SEN Governor – Allison Bradley

1. Introduction

The school's objectives for pupils with SEN:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs (every teacher is a teacher of special educational needs).
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that all children are at the heart of the process.

At Baysgarth School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Baysgarth School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN.

Pupils with SEN and/or disabilities admitted to Baysgarth School could have difficulties with one or more of:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

2. Aims

At Baysgarth School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The aims of this policy are:

- to ensure that the school complies with the requirements of the **SEND Code of Practice 2014** and other statutory guidance and are implemented effectively within the school.
- to ensure that our expectations of every pupil with special educational needs and/or disabilities are sufficiently high and they are presented with maximum opportunity to achieve economic wellbeing.

The specific aims/objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities are included in all (appropriate) activities of the school.

- To ensure that all learners make the **best** possible progress.
- To ensure parents are informed and involved in the processes surrounding their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure the SENCo works within the school's SEND policy and the SEND Code of Practice 2014
- To provide support and advice for all staff working with special educational needs pupils.
- To promote effective partnership and involve outside agencies when appropriate.

Objectives of the Governing Body in making provision for pupils with SEN:

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Determine the role of the SENCo in relation to the leadership and management of the school.
- Determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEN.
- Make sure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Make sure pupils with SEND experience a broad and balanced curriculum alongside all other pupils, so far as is reasonably practical.
- Make sure, where the SENCo has been informed that a pupil has SEND, those needs are made known to all relevant staff.
- Ensure that all staff are aware of the SEND policy of the school.
- Ensure that all staff work appropriately with SEND students.
- Have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEND.
- Ensure the school's SEND policy and SEND Information report is accessible to all students, staff and parents.
- To consult the LA and support collaborative working with the BLCT.

3. Admission Arrangements

The Governing Body has agreed with the LA admission criteria which do not discriminate against pupils with special education needs or disabilities and its admission policy has due regard for the guidance in the SEND Codes of Practice 2014. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

4. Implementation

The school has regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and four stage graduated approach to identifying, assessing individual student need, providing for pupils' special educational needs and reviewing progress and impact of provisions (assess, plan, do and review). The impact of this cycle is then considered before planning the next cycle. The approach is a model of action and intervention to help children, who have SEND make, at the very least, expected progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, at the very least, in order for students to make progress; increasing specialist expertise may be required.

5. Co-ordination of the school's special educational provision

- a) It is the responsibility of the SENCo to monitor the provision of education for pupils with special educational needs at the school.
- b) A list of all teaching and support staff with responsibility for areas within SEND can be found in the school's Inclusion staff handbook and parent handbook.

6. The arrangements for co-ordinating the provision of education for pupils with special educational needs at the school

a) Identification and Assessment of special educational needs:

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice 2014. The four broad categories of need detailed in the Code give an overview of the range of needs covered but as a school, we identify the needs of the whole child which will include not just their special educational need(s).

For a student to be categorised as SEN Support, and in need of intervention, a range of evidence is collected through the usual assessment and monitoring arrangements, including: data and reports from feeder primary schools, parental and pupil concerns, in-house reading and spelling tests, teacher concerns and feedback, close monitoring of in-house cross curricular assessment data and observations of students by the SENCo. If this suggests that the student is not making the expected progress, the SENCo, with all stakeholders, will decide whether additional and / or different provision is necessary.

b) Provision/Action

Provision or action that is additional to or different from that available to all will be recorded in a Pupil Profile. This will be produced collaboratively by the SENCo, the pupil, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The Pupil Profile will set targets for the pupil and will detail:

- a) detailed pupil information of need
- b) the short-term targets set for or by the pupil
- c) the teaching strategies to be used
- d) the provision to be put in place
- e) when the plan is to be reviewed
- f) relevant and up to date data
- g) pupil views – ambitions/goals and how they like to learn

The Pupil Profile will be reviewed and amended as necessary. Pupils, parents and teachers will be invited and encouraged to participate fully in the review process.

If, despite significant support and intervention at SEN Support level, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have a Statement of SEN or an Education Health Care Plan (EHCP), their progress and the support outlined in their Statement or EHCP will be reviewed annually and a report provided for the LA. If a pupil makes sufficient progress a Statement may be discontinued by the Education Authority.

7. SEN Provision

All teachers at Baysgarth School are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. High quality first teaching, differentiated for individuals is the school's first response to pupils who may have SEND. As a school, we believe that additional interventions cannot compensate for lack of good quality teaching. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

Provision for cognition and learning difficulties:

- Units of Sound – Dyslexia programme
- Ruth Miskin's Fresh Start Phonics
- Rainbow Reading
- Lexia
- IXL
- Numicon
- Personalised literacy and numeracy intervention groups
-

Provision for communication and interaction difficulties:

- Individual speech and language programmes
- Self-esteem workshops
- Social Skills group
- ASD Solutions group

Provision for social, emotional and mental health difficulties:

- Support within inclusion unit with specially LSAs
- Outside agency support co-ordinated by behaviour co-ordinator and SENCo
- SEAL intervention where appropriate
- Anger management workshops
- Learning mentors
- Counselling

Provision for sensory and/or physical needs:

- Motor skills workshops
- Outside agency support from sensory impairment service
- Provision of Laptops/iPads for supporting writing skills
- Access to specialist teachers for sensory impairment and/or physical needs
- Medicines management and administration as set out in separate medicines policy

Access arrangements:

- Students are tested for whether they require additional support in formal examinations during the summer term of Year 9 and autumn term for Year 12/13 students. This can include the student being awarded extra time, and/or provision of reader and /or scribe to support them during the GCSE and A Level exam period.

8. External Support Services

The External Support Services play an important part in helping the school identify, assess and make provision for pupils with special educational needs:

- The school will liaise with the Careers Service and other agencies to arrange transition plans for students with Statements or EHCP (and other pupils with SEN who may benefit from transition planning) in Year 9, and will ensure that these transition plans are reviewed annually as part of the Annual Review process.
- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.

- The SENCo involves other outside agencies including Social Services (see Child Protection policy), Education Welfare Officer, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS.
- The school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

9. SEN Transition

- Wherever possible, the SENCo will attend Year 5/6 annual reviews of pupils with Statements of SEN or EHCP naming the school.
- SEN staff liaise with primary feeder schools in the spring and summer term to identify and plan to support children with known SEND.
- Key Stage 2 SATs results are used to identify Year 7 pupils working below or at Level 3.
- Reading and spelling age testing is carried out early in Year 7 for all pupils.
- Teaching and support staff identify pupils new to the school who may require additional support through their day-to-day dealings with them.
- Parents are encouraged to contact the SENCo if they have concerns about the progress of their child.
- The school will also host transition evenings which will be hosted by key members of staff from the Inclusion team.
- We will also invite Year 6 students to transition taster days during the summer term; this gives them chance to experience a typical day at Baysgarth school.
- Bespoke and personalised transition programmes can also be planned and arranged by the SENCo for students who may require a longer transition period.
- We can also offer support to students with improving life skills, including: social communication, cooking and managing money.
- At the end of KS4 and KS5, we can offer guidance and tailored transition support for students looking to move on to further education or apprenticeships.
- We also work closely with the local community and businesses to provide opportunities for young people to improve their skills.

10. Procedures used by the school for working with SEND pupils

- The procedures follow the SEND Code of Practice 2014. The school employs a graduated response (assess, plan, do, review) through interventions at SEN Support level and for those students with a Statement of SEN or EHCP.
- The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and when any SEN provision is made for that pupil. The key test is where the pupil is

not making at least expected progress or is unable to access the curriculum. The SENCo will work closely with teaching staff and initially monitor teaching and differentiation strategies being used. Where necessary, this may include supporting the teacher's understanding of strategies and knowledge of specific SEND needs. Views from parents and the pupil will also be sought and the SENCo will complete informal observations of student performance in class and across the curriculum to gain an overall picture of need.

- The SENCo, with teaching staff, parents and the child will review the differentiation strategies being used by teachers and then collectively decide whether the student would benefit from something additional or different to their peers.
- Once a pupil is identified as having SEND, they are placed on the school's SEND register and categorised as requiring SEN Support. A Pupil Profile is created, shared with all relevant staff and the intervention is determined.
- Interventions run for 6 weeks and consist of baseline assessments and then an exit assessment. Progress is monitored and assessed by the SENCo and then, with all stakeholders, a review of the progress and impact of the intervention occurs. This may involve a face to face meeting or a telephone call with parents or carers. If it is decided, by all, that progress of the student is not adequate or sustained across the curriculum then additional or different interventions will be discussed and put in place. The advice of external agencies will also be sought.
- If, it is felt by all involved, that the school alone cannot meet the needs of the student then the SENCo will begin collating evidence for the application of an Education Health Care Plan.
- If a student makes at least expected progress and it is sustained across the curriculum, and all stakeholders are in agreement, then the student will exit the SEN register but their progress will be monitored closely by the SENCo at the normal school assessment periods.

11. Supporting pupils and families

The role played by parents of children with SEND:

- The school will ensure that parents and pupils are involved in all discussions and decisions about what SEN provision should be made.
- Baysgarth School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.
- The SEN department ensures that parents are kept informed of all aspects of work completed with their child and copies of Pupil Profiles are sent home.
- Parents are encouraged to contact the SEN department if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes.
- The SEN department runs parent support groups linked to different SEN needs and has a parent forum group who meet regularly to discuss policy and procedures within the school.

Local Offer:

- The local offer for North Lincolnshire can be found on their designated website. This holds all relevant information on education, health and social services; as well as links to the school's SEND information report.
- The school's SEND information report can be found on the website: www.baysgarthschool.co.uk

12. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with

medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. See the school's 'supporting pupils with medical conditions policy'.

Some may also have special educational needs and may have a Statement of SEN or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Students with medical needs will have a health care plan which will be completed by parents and updated regularly. This will be shared with all staff, so they are aware of needs.

13. Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEND

- Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils.

The teacher, SENCo and SEN department helps pupils access the national curriculum by:

- Helping pupils improve their literacy and numeracy skills.
- Supporting pupils in lessons.
- Offering help with homework at lunchtimes and after school.
- Helping staff develop differentiated schemes of work.
- Providing staff with alternative and appropriate teaching strategies and approaches.
- Making written information, provided in writing for pupils who are not disabled, accessible in a range of different ways for SEN and disabled pupils.

14. Staffing Arrangements

Different aspects of special educational needs provision are supported by teachers, SENCo, LSAs, HLTAs, specialist teachers and health professionals.

a) The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers;
- managing the SEN team of teachers and learning support assistants;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies.
- Reporting and reviewing progress of SEND pupils to the Headteacher and Governing Body

b) In relation to each of the registered pupils who have SEND, the SENCo is responsible for:

- identifying the pupil's SEND;
- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

15. Facilities and resources allocated to and amongst pupils with SEND

There are three classrooms which collectively provide learning support. All have access to a wide range of specialist resources: computer access, laptops, iPads, kindles, Dyslexia software, as well as a wide range of suitable reading and resource materials. These rooms are used for SEN withdrawal work, as well as homework clubs and a base for social and emotional support.

Resources –

- LSAs are designated to specific year groups and are allocated to lower ability teaching groups across the curriculum.
- HLTAs deliver specific and personalised interventions in small groups
- Purchase and maintenance of specialist software.
- Purchase of specialist equipment for individuals (e.g. Laptops, iPads, kindles).
- Deployment of central staff in line with Statements of SEN.
- Homework support available to all children with SEND in learning support.

In Service Training –

The SENCO works closely with all Heads of Faculty and SLT to identify staff training needs. Heads of Faculty are also responsible for supporting the SENCO in creating a cohesive and coordinated approach to the SEND Code of Practice across the school. In order to maintain and develop quality first wave teaching, all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake an induction and this includes a meeting with the SENCO to explain the policy and procedures of the school. LSAs and HLTAs receive regular training through the LA (SEND) department and SENCO.

The SENCO also regularly attends the LA Secondary network meetings, chairs the SENCO Barton Trust network meetings and constantly seeks training updates on all aspects of SEND. The SENCO also has an up to date NASEN membership.

16. Monitoring, evaluation and review

How the Governing Body evaluates the success of the education which is provided for SEN children:

- School Improvement plan presented at Governors' meetings.
- Provision Mapping (audit of need and planning for support).
- SEN policy reviewed on an annual basis.

In addition the Governing Body will monitor the work of the SENCO through:

- considering Headteacher reports that reflect the activities of the SENCO and any current issues;
- considering reports from the SENCO;
- having regular discussions between the SEN Governor (or SEN committee) and the SENCO.
- inviting the SENCO to attend meetings at regular intervals to report in person.

17. Concerns or complaints from Parents

Arrangements made by the Governing Body relating to treatment of concerns or complaints from parents of pupils with SEND concerning the provision made at the school should in the first instance be directed to the SENCO. However, should a parent feel that his/her complaint has not been dealt

with satisfactory by the SENCo he/she has the right to refer the matter to the Head Teacher and Governing Body.

Additional, support and advice can be accessed through SENDIASS.

18. Reviewing the policy

Given the climate of reform and the new requirements set out in the SEND Code of Practice 2014, the SEN policy will reviewed annually with all stakeholders, including: SENCo, SLT, teaching and support staff, parents and carers and pupils.

Signed: _____ Chair of Governors	Signed: _____ Head Teacher
Date: _____	Date: _____