



Statutory Policy
On
Special Educational Needs and Disabilities (SEND)

Drafted by:
Mrs S Owen, SENCO

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Signed By Chair of Governors:

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Person(s) Responsible for Day to Day Management:
SENCO Mrs S Owen

Person Responsible for Review:
SENCO Mrs S Owen

Special Educational Needs Policy

Aims of this SEND policy

The aims of our Special Educational Need and Disability Policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all
- To reduce barriers to progress by embedding the principles of inclusion
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “**additional to and different from**” that provided within the differentiated curriculum in order to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of satisfaction and partnership
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Legislation and Guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools’ responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. - **SEND Code of Practice 2014***

SEND Code of Practice 2014

This SEN policy details how this school will do its best to ensure that:

- The necessary provision is made for any student who has special educational needs.
- Those needs are made known to all who are likely to teach them.
- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs. We will ensure we make provision for students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.
- The school will have regard to the Code of Practice 2014 when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people, with SEND, to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

All students at Blythe Bridge High School & Sixth Form will be provided with high quality teaching that is differentiated to meet their learning needs. Those students with SEND will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching of students at Blythe Bridge High School & Sixth Form is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENCO and external verifiers
2. ongoing assessment of progress made by student in specific intervention groups
3. work sampling
4. scrutiny of planning
5. student and parent feedback when reviewing assessment data, progress reports and during consultation evenings
6. whole school student progress tracking
7. attendance and behaviour records
8. Headteacher's reports to the governors

All students have individual curriculum targets set in line with national outcomes to ensure ambition. Students' attainments to meet these targets are then tracked using whole school tracking and assessment systems. Students who are failing to make at least expected levels of progress are then identified and discussed in meetings that are undertaken between the Curriculum Leader and a member of the Senior Leadership team.

The teaching of all students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is the continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response

We will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before the possibility of bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having an additional need, the school will intervene as described below. We will then record the strategies used to meet the needs of individual children in a Classroom Support Plan (CSP). If a student is known to have special educational needs, the SENCO, Assisted Learning Department (ALD) Teaching Assistant (TA) team, departmental and pastoral colleagues will:

- On admission to Y7, use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class.
- Ensure that ongoing observation and assessment provides feedback about students' achievements to inform future planning of the student's learning throughout their time in school.

- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

English as an additional language (EAL)

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. All new EAL students could be referred to the Minority Ethnic Achievement Service (MEAS) for assessment upon entry to school. The report received will then be used to inform the teaching and provision experienced by the student.

The role of the SENCO

The SENCO is Mrs S Owen: s.owen@bb-hs.co.uk

The SEN Coordinator (SENCO), in collaboration with the headteacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN. The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Managing and leading the SEN team of Teaching Assistants (TAs)
- Coordinating provision for students with special educational needs.
- Overseeing the records on all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support and educational psychology services, Families First services, health and social services and voluntary bodies.

The SEN governor

The SEN governor is Mr L Crowther office@bb-hs.co.uk , he will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher is Mrs R Johnson office@bb-hs.co.uk , she will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of all students including those with a SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and recommendations as laid out in CSPs and EHCPs.

Students with Additional Needs

When a student is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as **Additional Need**.

The triggers for intervention through **Additional Need** could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme. In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not already been working with the school, the SENCO with the parents' permission will contact them.

Nature of intervention

The SENCO and the student's subject teachers should decide on the action needed to help the student to progress in the light of their earlier assessment. This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To access Local Authority support services and/or other external agencies for one-off occasional advice on strategies or equipment or for staff training to make it possible.

- To provide effective intervention without the need for regular or ongoing input from external agencies.

Classroom Support Plans

Strategies employed to enable a student with **additional needs or an EHCP** to progress will be recorded within a Classroom Support Plan (CSP). The CSP will be written by the student's keyworker. The CSP should include information about:-

- The contact email for the student's keyworker
- The student's identified SEND
- The short-term targets set for or by the student
- The teaching strategies to be used.
- The provision to be put in place (including any examination access arrangements)
- The resources that could be used
- When the plan is to be reviewed.
- The most recent academic levels attained.
- Outcomes (to be recorded when the CSP is reviewed).

The CSP will only record strategies that are additional to or different from differentiated curriculum provision and will focus on a small number of individual targets to match the student's needs. The CSP will be reviewed every term when parents' views on their child's progress will be sought. The student also will be invited to contribute to the review process and be involved in setting the targets.

When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching or working with the student directly. The resulting CSP for the student will set out new strategies for supporting the student's progress with the strategies specified in the CSP, implemented, at least in part, in the classroom setting. Delivery of the CSP will remain the responsibility of subject teachers and teaching assistants. If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents will be sought.

Request for an Education Health Care Needs Assessment

For a few students the help given by schools through **Additional Need** may not be sufficient to enable the student to make adequate progress. It may then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate an assessment for an **Education Health and Care Plan (EHCP)**. Where a request for an assessment is made to the LA by the school or the parent/carer, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- An outline of what the school is doing to address student's difficulties from within the school's own special needs resources.
- The school's action through **Additional Need**.
- At least two cycles of reviewed CSPs for the student and records of their outcomes.
- A report on the student's literacy skills (including reading and spelling ages), numeracy skills (including number age, KS2 results/assessment levels/grades, self-help skills, self-esteem, speech and language development and behaviour
- Any recent educational and/or other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the student.
- Any involvement by the social services, education welfare service or any other agency.

The assessment process should be carried out in a 'timely' manner.

An Education, Health and Care Plan (EHCP) will:

- Include the student's name, address and date of birth.
- Include details of the student's special needs.
- Identify the special educational provision necessary to meet the student special educational needs.
- Identify the type and name of the school where the provision is to be made.
- Identify any health and social care needs of the child
- Include details of the child's personal budget if requested by the parent or child

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents, child and all relevant agencies. The targets will be set out in a CSP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the CSP will continue to be the responsibility of the class teacher and will be overseen by the SENCO and keyworker TA.

Annual review of an Education, Health and Care Plan

All plans will be reviewed at least annually with the parents, the student, the LA and all parties named in the plan to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. An EHC assessment can be requested at any time from birth to 25 years of age.

What training have the staff supporting children and young people with SEND undertaken?

School staff have received a range of training opportunities:

- National Award for Special Educational Needs Coordinators - NASCO
- Dyslexia provision
- Dyslexia Association of Staffordshire (DAS) training – Level 2 qualification in dyslexia awareness
- Autism/ADHD/ADD awareness and support planning
- Attachment training
- Member of the attachment and trauma lead development group in Staffordshire
- Mental Health awareness training
- Mental Health First Aid Training
- Positive management of challenging behaviours for students with SEND
- Training on the use of diagnostic assessments
- The effective use of additional adults in the classroom
- Guided Reading Plus – reading intervention programme
- PiXL Code (Synthetic Phonics) intervention programme
- Supporting Reading in the Classroom
- Effective use of Classroom Support Plans (CSPs) in the classroom
- Hearing Impairment – how to support students in the classroom
- Visual Impairment – modification of resources and how to support students in the classroom
- The SEN Code of Practice 2014
- Level 2 courses on supporting students with different SEND

Information has been disseminated on: hearing impairment; visual impairment; Tourettes; ADHD; ASD; ODD; Aspergers; Macular Dystrophy; Marfans Syndrome and specific medical conditions.

Specialist training has been provided to the SENCO through:

- The completion of the SEN Coordination Award (NASCO) 2016
- Attendance at the Annual National Association for Special Educational Needs Conference
- Visit and to and liaison with an outstanding SEN department
- Attendance at the PiXL SENCO Conference
- Mental Health First Aid Training – September 2019
- Member of the Attachment and Trauma Lead Development Group – Staffordshire 2019

The Governor with specific responsibility for SEN has completed the LA SEN Governor training

This policy should be read in conjunction with the school's:

- Assessment, Recording and Reporting Policy
- Equality Policy
- Equality Action Plan
- Curriculum Policy
- SEND Information Report 2019
- Teaching and Learning Policy

Further information can be found on the school's website Parents/SEN:

- **Blythe Bridge High School SEND Information Report 2019** <http://www.bb-hs.co.uk>

The Staffordshire Local Offer can be found at **Staffordshire Connects:**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

The Stoke Local Offer (for students who live in Stoke) can be found at

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Support services for parents of pupils with SEN include:

Independent advice and guidance for parents/ carers of students who live in Staffordshire can be found through the **SENDIASS Family Partnership** on: <https://www.staffs-iass.org> or on 01785 356921

Independent advice and guidance for parents/ carers of students who live in Stoke can be found through the **SENDIASS (SEND Information and Advice Support Services)** <https://www.sendiass-stoke.co.uk> or on 01782 234701 / 01782 234847