



POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

CATEGORY:	Policy
CLASSIFICATION:	Strategic
PURPOSE	Policy to cover the scope and responsibilities for those students with special educational needs
Controlled Document Number:	19
Version Number:	3
Controlled Document Lead:	Headteacher
Adopted by governors on:	20 th May 2020
Review date:	May 2021
Distribution: <ul style="list-style-type: none">• Essential Reading for:• Information for:	All leaders, governors and staff Parents and other stakeholders

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

At Bridgnorth Endowed School we believe that all practitioners are teachers of students with SEND and that the majority of student needs can be met within the classroom through high quality teaching, appropriate differentiation and in-class intervention.

We recognise the right of the student with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student. However, it also recognises that a small number of students, whose needs are exceptional, will require the benefit from access to a more specialist environment within the school.

Students with special educational needs shall be entitled to the greatest possible degree of access to a broad and balanced education, meeting, wherever possible, the requirements of the National Curriculum. Our aims are:

- To ensure that no student is disadvantaged by their learning difficulty or disability and are fully integrated into school life
- To ensure that all areas of the school curriculum are adapted to allow students with a learning difficulty or disability full access
- To ensure that all students who have special educational needs or a disability, with or without an Educational Health Care Plan, will receive the education they need to reach their full potential
- To support parents of students with special education needs
- To help staff take responsibility for all the students in their care
- To work closely with the pastoral care team to provide support for students experiencing learning difficulties relating to behaviour
- To foster close ties with the feeder primary schools to ensure prior knowledge of all students on transition so that any action needed can take place
- To ensure regular training for staff in the area of Special Educational Needs
- To ensure the school meets the legal requirements in relation to SEN guidance, Children and Families Act 2014 and the Equality Act 2010

2. 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 students 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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Suzi Summerhayes

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up-to-date

4.2 The SEN Governor is Anne Bamford

She 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

4.3 The Headteacher is Barry Worth

He 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 learners with SEN and/or a disability

4.4 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

5. SEN Information Report

5.1 SEND Provision

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments and hearing impairments

All students on the Special Educational Needs Register are fully integrated into the life of the school, both in class and in extracurricular activities by means of:

- Appropriate differentiation implemented by teaching staff, supported through up to date information on SEN students and regular CPD
- Intervention programmes to enhance students' learning, such as IDL Literacy, are offered outside of the teaching day
- In class support by teaching assistants assigned to students who have additional needs in accessing the curriculum
- Curriculum support in Mastery learning
- A supervised Study Centre is available before school, during breaks and lunch times to support homework and revision – computers and laptops available

- A supported homework club runs after school in the Study Centre until 5pm Mondays-Thursdays and 4pm on Fridays
- Toilets and changing facilities for those with physical disabilities
- Person Centred Plans, some of which are linked to Educational Health Care Plans, are reviewed and updated regularly
- Lifts available for disabled students
- Fire evacuation plans are in place for disabled students
- A provision map describing resources available to students

We also support students struggling to access the curriculum within the classroom. The Personalised Learning Centre ensures that cognitive and learning needs together with social, emotional and mental health needs are met by the pastoral team. Two members of the team are ELSA trained (Emotional Literacy) and school counsellors are also available.

5.2 Identifying pupils with SEN and assessing their needs

At Bridgnorth Endowed, we will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The school also considers and provides support for other factors, which may impact on progress and attainment but are not SEN:

- Disability – the school will make 'reasonable adjustments' as defined under Disability and Equality Legislation
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a Child of Servicemen/women
- Accessibility Policy, also referring to exam access arrangements

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teaching staff have the primary responsibility in implementing and monitoring students with SEN. Information about identified needs are recorded on Person Centred Plans (PCPs) and are accessible to all teaching staff. Those involved will be asked to contribute to regular reviews and to ensure, wherever possible, that they are meeting these needs.

5.3 Special Arrangements

Bridgnorth Endowed will seek to secure the necessary and appropriate dispensations from examining bodies to enable all students to perform and achieve to the best of their abilities at Key Stage 4. The SENCo has the appropriate qualifications to carry this out. Students identified with SEN linked to processing will also have this as their usual way of working for all assessments and mock exams at Key Stage 3. The school's Examination Officer, Lis Minifie, works closely with the SEND department in ensuring access arrangements are processed and managed accordingly.

5.4 Consulting and involving students and parents/carers

We will have an early discussion with the student and contact their parents/carers when identifying whether they need special educational provision. This will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEN support.

5.5 Assessing and reviewing students' progress towards outcomes

At Bridgnorth Endowed, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Our primary aim is to provide high quality teaching which is regularly reviewed:

- The class teacher is the first step in identifying students who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of students in their class; therefore, those students who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching
- In considering whether a student needs special educational provision we will look at the overall desired outcomes – the teacher, subject leader and SENCo will consider all the information within school, National data and expectations of progress. This will then determine whether something different or additional is required
- Progress of all students along with evaluations of in-class interventions, is analysed termly and discussed with the relevant leaders. Where concerns are raised relating to an additional need, these are investigated and appropriate action is taken
- Where progress is not being made at the expected pace, classroom teachers will be working on a graduated cycle of ASSESS – Assessment of the student; PLAN – Planning for any addition in-class interventions; DO – Implementing intervention; and then REVIEW – Reviewing the impact of the in-class work before a student should be identified as SEN
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.
- Support, advice and training will be given to all staff working with students who have special educational needs and/or disabilities

5.6 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Primary School to year 7:

- Initial contact is made with parents at the school's Open Evening in the autumn term of Year 6
- Early communication with Primary Schools allow for inclusion in meetings of students attending the school the following year, including Annual Reviews
- Additional meetings offered specific to transition with parents of SEND students, including a tour of the school
- More formal transition visits where appropriate (in addition to whole school transition programme)
- Supporting transition with Woodlands as appropriate
- Additional bespoke transition programme for students/parents who have expressed concern about the transition
- Careful consideration of tutor to support student
- Visit to all schools who have students due to start in year 7 from the Learning Mentor and SENCo.
- Information relating to vulnerable/SEND students is collected and shared with relevant staff where appropriate

Foundation to Development:

- Vertical tutor groups to support students in each year group and share experiences
- Options evening for students and parents where the SENCo is available to discuss suitable choices
- Targeted tutor support in options process
- Careers advisor – early appointments for students with EHCPs
- In KS4, additional lessons in English and Maths to be given in preparation for sitting GCSEs instead of a language
- Small groups in Maths and English with TA support in all years
- In KS4, an Asdan qualification in Personal Social Development available instead of a GCSE
- Exam Allowance assessments are carried out in preparation for GCSEs

Development to Further Education:

- Early careers appointments for students with EHCPs and SEN needs
- Communication with families to ensure guidance relating to next steps is shared
- Careers advisor in school to support needs
- Communication with education provider to ensure needs are met
- Further education providers are invited into school
- Opportunities to visit colleges/6th forms with a teaching assistant for support where appropriate

Mid-year transfer:

- Meeting with Learning Mentor and tour of the school followed by an introduction to the SENCo where appropriate
- Contact previous school to ensure the student's file is forwarded and includes SEN provisions already in place
- Review previous provisions and set up new PCP where appropriate
- Monitor well-being and access to learning
- Assess accordingly where expected progress not being made

5.7 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

All students on the Special Educational Needs Register are fully integrated into the life of the school, both in class and in extracurricular activities.

We will also provide the following interventions:

- In-class TA support
- Small group TA support
- Pre/post learning sessions
- 1:1 speech and language interventions
- 1:1 bespoke short-term learning programmes
- Supported homework sessions
- IDL on-line Literacy intervention
- Personalised Learning sessions
- Access to laptops to support poor fine motor skills
- Asdan at KS4 in social and personal development instead of a GCSE
- Additional Maths and English at KS4 instead of a GCSE
- 1:1 sessions as advised by outside agencies
- Bespoke timetables to support short-term additional needs
- Exam access arrangements at KS4
- Access to additional equipment as advised by outside agencies
- Access to school counsellors
- Access to ELSA (Emotional Literacy) trained staff
- Access to youth workers
- Access to Reader Pens

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

We have six teaching assistants who are trained to deliver interventions, work with small groups of students and work with individuals. We also have a teacher who works specifically with students struggling to access school. Additionally, we have two ELSA trained pastoral staff members who can support emotional needs.

Furthermore, we work with the following agencies to provide support for students with SEN:

- Educational Psychologist
- Shropshire LA SEND Team
- Sensory Inclusion Service – visually and hearing impaired students
- Occupational Therapy Service
- Speech, Language & Communication Service
- Bee U (previously CAMHS)
- Autism West Midlands
- Stacey Trust (Bereavement Service)

- Early Help Team
- Spectra (Autism support)
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- School Nurse and CHAT

5.10 Expertise and training of staff

Our SENCO is in her second year in this role and also works in the English Department, she is a specialist teacher of pupils with dyslexia and is qualified to assess students for exam allowances.

Continued Professional Development (CPD) in SEN is delivered at least twice every academic year.

We have a specialist member of staff who able to assess for exam allowances.

5.11 Securing equipment and facilities

Equipment is checked annually in line with Health and Safety regulations and training given in use is updated accordingly.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCo and subject leaders
- Holding annual reviews for students with EHCPs

5.13 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

Students with special educational needs will not be excluded from any non-educational provision made by the Academy except where their presence would constitute a danger to themselves or others.

The school recognizes 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 make 'reasonable adjustments' to comply with its duties under the Equality Act 2010

Students with a physical disability will be integrated into mainstream classes and be encouraged to participate in Physical Education and Performing Arts but should this prove impossible, an appropriate alternative will be offered.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our school trips.

All students are encouraged to take part in sports day, school performances and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Bridgnorth Endowed supports students with disabilities by:

- Differentiating the curriculum and resources
- Training staff in manual handling where appropriate
- Providing staff training to using communication devices
- Providing adapted resources where appropriate

- Discuss with the parent/carer a risk assessment on entry to the school, to be updated annually
- Lifts allow access to the second floor of the school building and training is given in using evac chairs in the event of a fire – see the school website for the Accessibility Plan

5.14 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to take part in after school clubs to promote teamwork/building friendships etc.
- A Personalised Learning Centre is a safe space within the school grounds for students needing additional emotional support to access the school curriculum
- We have a zero tolerance approach to bullying.

5.15 Working with other agencies

Bridgnorth Endowed endeavours to implement all strategies as suggested by outside agencies and liaises regularly to ensure maximum effectiveness. We will seek training and advice when necessary.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. Please refer to the school's website for the Complaint Procedure.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier Local Authority SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of students with SEN

Please refer to the Shropshire Local Offer: <https://shropshire.gov.uk/the-send-local-offer/education/education-services/information-advice-and-support-service-iass/>

5.18 Contact details for raising concerns

Please contact either Suzi Summerhayes: ssummerhayes@bridgnorthendowed.co.uk or Sarah Capewell: scapewell@bridgnorthendowed.co.uk for concerns about students with SEND.

5.19 The local authority local offer

Our contribution to the local offer is: <https://shropshire.gov.uk/the-send-local-offer/education/nurseries-schools-and-colleges/schools/secondary-schools/>

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour for Learning
- SEN Policy
- Provison Map