



POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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CLASSIFICATION:	Strategic
PURPOSE	Policy to cover the scope and responsibilities for those students with special educational needs
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Bridgnorth Endowed School SEND Principles

As defined in the SEND Code of Practice 2014, a pupil has SEND 'Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age'

Bridgnorth Endowed School monitors the progress of all students and will identify students 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 individual student and their peers'
- 'widens the attainment gap'

Within Special Educational needs we endeavour to monitor all students who are not making adequate progress in the four areas specified in the SEND Code of Practice:

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

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 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

We believe in the principles of inclusive education and the vast majority of students are fully integrated into all mainstream classes.

This policy is written with regard to the schools safeguarding arrangements and part 3 of the Children and Families Act 2014 which relates to children and young people with SEND.

Aims and objectives of this policy

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 pupils, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or out.

Children 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 child 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 pupils with a learning difficulty or disability full access
- to ensure that all pupils who have special educational needs or a disability, with or without an Educational Health Care Plan, receive the education they need to reach their full potential;
- to support parents of children with special educational needs
- to help staff take responsibility for all the children in their care
- to work closely with the pastoral care teams to provide support for pupils experiencing learning difficulties relating to behaviour
- to foster close ties with the feeder primary schools to ensure prior knowledge of all pupils on transition so that any action needed can take place
- to lead 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

The Management of Special Educational Provision

The SENCo is responsible under the leadership and direction of the Assistant Head (Learning), Headteacher and Governors for overseeing the development, implementation, monitoring and reviewing of the Special Educational Needs at Bridgnorth Endowed School in consultation with parents, students, teaching staff, support staff and external agents.

The persons responsible for SEND at Bridgnorth Endowed School are:

- All staff
- Ms R Collie – Learning Support Lead
- Mrs S Summerhayes – SENCo
- Mr D Street – Assistant Headteacher
- Mr B Worth– Headteacher
- Mrs A Bamford - Governor

Responsibilities

The SENCo and Learning Support Lead will be responsible for ensuring that all children with special educational needs have the greatest possible degree of access to the National Curriculum through the management of:

- the day to day operation of the Academy’s SEN policy as laid out in this document
- support and advice for subject staff to ensure there is a match between the students’ needs and the offered curriculum
- the educational provision for students of all stages of the assessment procedure including the collating and assessing information from subject staff, parents, student and, where appropriate external specialists
- updating and overseeing the records on all students with special educational needs
- working with parents of children with SEN to ensure that they are fully aware of the nature of the Person Centred Plan designed to meet their child’s particular needs. To ensure, also, that their wishes are known and, where possible, met in respect of the education of their child

- liaison with external agencies both educational and non-educational who may have information or support to offer the Academy in managing and meeting the individual student's SEN
- liaison with the Academy's pastoral staff

Identification, Assessment, Monitoring and Review of Procedures

The Academy acknowledges its duty to identify students who have special educational needs. A student has a special educational need or disability if he or she:

1. Has significantly greater difficulty in learning than the majority of children of the same age
2. Has a disability which prevents or hinders him or her from making use of the usual educational facilities.

Identification

- Information from previous schools, parents/carers, students and outside professionals will be used to identify specific learning needs. Pupils with a physical disability are planned for in conjunction with the appropriate advisory service
- students entering the school will be monitored, using a variety of methods, to identify individual needs
- a referral system will be used by staff to identify students who have difficulties in their learning
- expression of concern from parent

Assessment, monitoring and review procedures

The Academy will put into practice the graduated procedure for identification and assessment of students with SEN as laid out in the Revised Code of Practice (2014).

Graduated Response

- At Bridgnorth Endowed School 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 pupils in their class – those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching
- Support, advice and training will be given to all staff working with special education needs and disabilities
- 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
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of ASSESS – Assessments of students, PLAN – Planning

for any additional in-class intervention, DO – Implementing intervention and then REVIEW – Reviewing the impact of the in-class work before a student should be identified as SEN

The co-ordination of provision

General Provision

All pupils 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 are offered outside of the teaching day
- In class support by teaching assistants assigned to support students who have additional needs in accessing the curriculum
- Curriculum support in Mastery learning
- a supervised social room, homework room and quiet room are available before school, during breaks and lunch times
- a supported homework club runs after school
- support for students completing corrective activities
- toilets and changing facilities for those with physical disabilities
- Person Centred Plans which are linked to Educational Health Care Plans are discussed annually with parents and students where targets and interventions are agreed
- there are lifts and fire evacuation plans in place for disabled students
- a provision map describes resources for students

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.

We liaise with and have formed partnerships with outside agencies, including:

- Educational Psychologist
- Learning Support Advisory Team
- BDA qualified dyslexia teacher (Member of teaching staff)
- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing impaired students
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- Bee U (previously CAMHS)
- Autism West Midlands
- Stacey Trust (Bereavement Service)
- Early Help Team/COMPASS
- Child in Need Team
- Red Cross Young Carers
- Spectra (Autism support)
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams
- School Nurse and CHAT

We support the emotional and social development of our pupils with Special Educational Needs through the Pastoral Team which include:

- School Counsellor
- A base for emotional/social support during breaks and lunchtimes
- A base for students experiencing temporary difficulties
- Anger Management
- ECINS process
- Engagement of external agencies

Non-educational provision

Students with special educational needs shall 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 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 make 'reasonable adjustments' to comply with its duties under the Equality Act 2010
- Some students may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs
- The policy for supporting students with identified medical needs is available to parents on the school website

Integration

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.

Special Arrangements

The Academy shall 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 school has a fully qualified member of teaching staff who has the appropriate qualifications to carry this out.

Parents Information

- The Academy has a 'Special Educational Needs' section on the school website and it provides links for parents to our
 - SEN information Report
 - SEN policy
 - SEN provision
- Parents can also access other school policies including our Admissions Policy via our website

- Bridgnorth Endowed School's Examination Officer is Ms E Minifie who works closely with the SEND department to enable access arrangements for those who require them

Complaints Procedure

The complaints procedure for students with special needs will follow the procedure as defined in the Academy's Complaint Procedure. Parents who wish to complain about the provision for a child who has an Educational Health Care Plan are asked to write to the SENCo in the first instance. There is a Special Needs Tribunal set up by the LA to hear complaints if the first two steps fail, or if there is a complaint against the Local Authority provision laid out in an Educational Health Care Plan. Parents can also contact (IPSEA) the Independent Parental Special Education Advice service.

Evaluation of the Policy

The SENCo will monitor the policy and evaluate its effectiveness through a variety of approaches. These approaches will include:

- Monitoring the progress of students supported by the SEN team through standardised tests, subject specific assessments and mock exams
- Provide statutory details and relevant statistics to the Governing Body on an annual basis
- This policy will be reviewed on an annual basis