



Unity Schools Trust

*'Excellence through collaboration'*

# **Bishop David Brown School Special Educational Needs and Disability (SEND) Policy**

Policy Reviewed:	December 2018
Next Review:	December 2019
Approved by Local Governing Body	December 2018

## Introduction

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for students with disabilities are met
- To enable students with special educational needs to have their needs met
- To take into account the views of the students with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with special educational needs
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Surrey County Council.

Our SEND Policy aims to:

- Set out how Bishop David Brown School (BDB) will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This Policy is written in line with the requirements of the statutory SEND Code of Practice and the following legislation:

- Children and Families Act 2014
- SEN & Disability Code of Practice (DfE/DoH 2015)
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014  
Part 3 Duties on Schools – Special Educational Needs Co-ordinators  
Schedule 1 regulation 51– Information to be included in the SEN information report  
Schedule 2 regulation 53 – Information to be published by a local authority in its local offer Equality Act 2010

- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations
- 2012 SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Equality Act 2010

This policy was developed with the participation and involvement of senior leaders, staff, parents/carers, students and governors and will be reviewed annually.

**DEFINITION OF SEN** “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age; or Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” (DfE/DoH 2015: 15-16)

**DEFINITION OF DISABILITY** “Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.” SEN and Disability Code of Practice (DfE/DoH 2015: 16)

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

### **The kinds of SEN for which provision is made**

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

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger’s Syndrome, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia and Moderate Learning difficulties
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit hyperactivity disorder (ADHD), Oppositional Defiance Disorder and Anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and those students with physical disabilities.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but it is possible to access training and advice so that these kinds of needs can be met. We can also meet the needs of students for whom an

Education, Health and Care Plan has been granted. Decisions on the admission of students with an Education, Health and Care Plan are made by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **1. Information about the policy for identification and assessment of students with SEN**

In line with the SEN and Disability Code of Practice (DfE/DoH 2015) Students are identified as either having no SEN; having SEN with Support; or as having SEN with an Education, Health and Care Plan. We continuously monitor and review the progress of all students, as well as collecting more formal grade rounds three times a year. We also continuously review and monitor the broader developmental needs and progress of all students and use a range of assessments with students at various points including CATS and assessment tests for reading and spelling. Where progress is not sufficient, even if a special educational need has not been identified, staff are able to provide additional support to help the student to catch up. Where further intervention is required, we provide additional support through the Student Support Centre. The Student Support staff are qualified teaching assistants with specialist expertise, in SEN as well as in different subject areas, who are able to provide either small group teaching, or bespoke, individualised support for identified students.

Some students may continue to make inadequate progress, despite high-quality teaching tailored to their areas of weakness. For these students, and in consultation with parents/carers, we will use a range assessment tools to determine the cause of the learning difficulty. We utilise CATS and 4Matrix to track student's progress. We work closely with our educational psychologist who is able to use a range of specific cognitive assessment tools. The purpose of this more detailed assessment is to understand what additional resources and different approaches would be suitable to enable the student to engage fully with the curriculum. These will be shared with parents/carers, put into a SEN plan and reviewed regularly, and refined/revised if necessary, as part of the Graduated Approach (DfE/ DoH, 2015). At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available. Students will then be identified on our SEN Register as SEN with Support. If a student is removed from the SEND register as they have made significant progress, then careful and continued monitoring will need to take place by both the class teachers and the SENCO. If the student is able to maintain good progress without the additional and different resources they will not be identified with special educational needs. When any change in identification of SEN occurs parents/carers will be notified.

The students themselves will also play a pivotal role with regard to their support, they will complete with support a one page profile that outlines the student's preferences about how best to support them within the classroom. This will be reviewed annually or when necessary in order to ensure that the student's needs

are current and are still being met. This document will be made available to all stakeholders including staff and parents, in order to ensure that all are working together to meet the needs of the individual.

Student Support Centre staff will therefore work closely with teachers to ensure that the special educational needs of all students are fully understood, and that where they require ongoing high levels of support to be able to make progress, they are identified on the SEN Register. Where they may have a diagnosis of a special educational need, but have no need for ongoing high level support to manage that special educational need within the school context, the student's needs will be fully recorded and shared with all staff on the Class Profiles, but they will not be added to the SEN Register. We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

## **2. Information about policies for making provision for students with special educational needs whether or not they have EHC Plans**

### **How we evaluate the effectiveness of provision for such students**

Each review of the SEN support plan will be informed by the views of the student, parents/carers and subject teachers as well as assessment information from teachers, which will show whether adequate progress is being made. The SEN and Disability Code of Practice (DfE/DoH, 2015: 95) describes inadequate progress as:

- “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”

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the interventions that have been implemented. The collation of all annual review evaluations of effectiveness will be reported to the Local Governing Body.

### **Arrangements for assessing and reviewing the progress of students with special educational needs**

Every student in the school has their progress tracked regularly throughout the year. In addition to this, students with special educational needs may have more frequent assessments of reading and spelling ages. Using ongoing assessments it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN plan will be reviewed and adjusted.

## **Our approach to teaching students with special educational needs**

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered' SEN and Disability Code of Practice' (DfE/DoH, 2015: 99)*

We follow the Teachers Standards to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, we employ some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/mentoring, small group teaching, use of IT software learning packages. These are delivered by additional staff employed through the funding provided to the school as "notional SEN funding".

## **How we adapt the curriculum and learning environment for students with special educational needs**

We follow the advice in the Teacher Standards on how to adapt the curriculum and the learning environment to create an inclusive environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we ensure that the building is accessible to all whilst providing additional adaptations through the purchase of specialist equipment for physically disabled students where required (e.g. lift and accessible toilets, lift). We also employ carers who work alongside the local physiotherapy and moving & handling team to assist our students with more complex needs. The learning environment is constantly under review to ensure that both the site and the curriculum are accessible to all students.

## **Additional support for learning that is available to students with special educational needs**

As part of our budget we receive "notional SEN funding". This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per student with high needs per annum, and above that amount the Local Authority

should provide top up to the school.

### **How we enable students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Where possible, additional funding will be accessed to support accessibility for all students, for example, through the purchasing of specialist equipment to enable students with physical disabilities to attend and participate in all trips and activities.

### **Support that is available for improving the emotional and social development of students with special educational needs**

We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills both through direct support, for instance mentoring, and through our delivery of PSHE in assemblies and indirectly with every conversation adults have with students throughout the day. For some students with the most need for help in this area we also provide pastoral support from their pastoral leaders and form tutors, additional mentoring from the Student Support staff team, ELSA (Emotional Literacy Support assistant) and, when needed, support from an educational psychologist, or our EIKON Children's Wellbeing practitioners. Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support. Interventions such as Sulp (the Social Use of Language Programme) as well as individualised Transition to Adulthood programmes will be implemented as necessary to support these students.

## **3. Roles and Responsibilities**

### **The SENCO**

The SENCO is Mrs Vicky White who is designated to look after the whole school. She works in school all week and can be contacted by calling the main school number (01932 349696).

She will:

- Work with the Head of School 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 students with SEN, including those who have EHCP 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 designated budget and other resources to meet student's 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 Head of School and Governing Body 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.

### **The SEN Governor**

The SEN Governor will:

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

### **The Head of School**

The Head of School 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

### **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.

#### **4. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

All teachers have attended a full programme of CPD curriculum differentiation and understanding of the roles and responsibilities of the teacher through the SEN and Disability Code of Practice (DfE/ DoH, 2015). Audits of the training acquired by teachers and the perceptions of teachers of their levels of experience and knowledge in relation to all areas of SEN are compiled on an annual basis, and the results are used to regularly review and revisit the training needs of all staff in relation to the evolving needs of students within the school.

Mrs White has taught within both Mainstream and Specialist provisions within Surrey and Berkshire and has extensive knowledge of working with young people who have additional needs. Mrs White holds the National SENCO qualification along with the Certificate in Psychometric testing, assessment and access arrangements.

Where training needs for staff are identified, we are able to find a provider who is able to deliver it. Training providers we can approach are, Dyslexia Action, NASEN, and NHS therapy services. The cost of training is covered by the notional SEN funding.

#### **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the Surrey Communication and Assistive Technology team.

#### **6. Additional Support for Learning**

We have 7 teaching assistants who are trained to deliver interventions such as Individual 1-2-1 support both in class and within student support, ELSA, break and lunchtime access to student support- providing a safe space, access arrangements for public and school exams, Peer reading and maths groups.

#### **7. The arrangements for consulting parents/ carers of children with special educational needs about, and involving them in, their education**

All parents/carers are invited to discuss the progress of their child at a parent teacher meeting once a year and grade round reports on academic progress are shared with parents three times a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all

students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

Parents/carers of students with SEN will be invited regularly to contribute to the SEN Plan process, where teachers work with the student and parents/carers to identify individualised and appropriate targets for development, and the support and provision needed to achieve that.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. At Bishop David Brown School, we support this through a clear focus on Transition to Adulthood.

#### **9. The arrangements made by the Local Governing Body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's Head of Year initially to resolve the issue. Parents are also encouraged to contact Vicky White (SENCO) or Mr Rodgers (Head of School) to discuss any concerns that they may have, before making the complaint formal.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a

decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**10. How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

Bishop David Brown School has engaged with the following bodies:

- Disabled Children's Service for support to families for some students with high needs.
- Therapy Services / Occupational Therapy Services / Physiotherapy Services for students requiring direct therapy or advice.
- Communication and Assistive Technology Team.
- Membership of professional networks for SENCOs eg NAS, SENCO forum, NASEN

**11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=BJUPLnqrLnk>

<https://www.surreyinformationpoint.org.uk/Services/2822/Surrey-Parent-Partne>

**12. Arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

We work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transition as seamless as possible. At least one member of staff will visit each primary school to discuss with the Year 6 teacher and SENCO the needs of the students transferring to us in advance of the two student induction days. If required, members of the Student Support Centre will make additional visits to meet individual students prior to induction days and further in school visits will be timetabled for students felt to be in need of a more comprehensive induction programme.

We also contribute information to a student's onward destination by providing information to the next setting. Teaching staff, in partnership with the careers staff, ensure that all students have clear pathways forward upon leaving. This is achieved through careers meetings, joint visits to other institutions and close liaison with staff providing further education courses.

We liaise closely with, and keep an updated record of local youth workers, charities and voluntary organisations that can support our students with SEN with transition and for preparation for adulthood, as well as having our own Transition to Adulthood programme to support identified students in school.

### **13. Information on where the local authority's local offer is published.**

The local authority's local offer is published on:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Parents without internet access should make an appointment with their child's Year Group Leader or the SENCO for support to gain the information they require.