

DRAFT – AWAITING FULL GOVERNING BODY  
APPROVAL ON 21<sup>ST</sup> NOVEMBER 2018

## SPECIAL EDUCATIONAL NEEDS POLICY

### COMPLIANCE

This policy complies with the with the statutory requirement laid out in the SEND Code of Practice 0 – 25, January 2015.3.66:

The school **must** set its SEN policy and information on its approach to supporting children and young people with SEN.

Produced by:	Mrs A. Wood
Approved by Leadership Team on:	4 <sup>th</sup> October 2018
Approved by Learning Outcomes & Development Committee on:	10 <sup>th</sup> October 2018
Approved by Full Governing Body: Chair: Mr. A. Harrison Date: 21 <sup>st</sup> November 2018	Signature: _____
Next Review Date:	September 2020

## **1.0 BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION**

1.1 This policy has been written in accordance with the Department for Education's Code of Practice on Special Educational Needs and the Children & Families Act 2014 and is in keeping with the school's aims, its Teaching and Learning Policy and in supporting Inclusion. It is set before the governors for approval. This school believes that every student has an entitlement to develop their full potential and recognises a student's right to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

1.2 The Headteacher has overall responsibility for the management of learning support within the school and the SENCO leads the learning support department.

### **1.3 Aims**

1.3.1 The school aims to:

- Help students to progress beyond academic expectation.
- Help students develop their personalities, skills and abilities to their full potential.
- Help students to have a sense of belonging.
- Encourage students to contribute positively towards the community.
- Provide appropriate teaching that makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

### **1.4 Objectives**

- Ensure implementation of government and LEA SEN recommendations.
- To support teachers' continuing professional development in SEN.
- Ensure all staff implement the school's Learning Support Policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet diversity of need.
- Ensure students have access to an appropriately differentiated curriculum.
- Celebrate student achievements.
- Work in partnership with parents/carers in supporting their children's education.
- Guide and support all school staff, governors and parents in SEN issues.
- To meet the individual needs of all students irrespective of whether they have physical, sensory, emotional, social, specific or general learning needs.
- To involve the student in the process of identification, assessment and provision
- and to ensure that the student is aware that his/her wishes will be taken into account and of the shared responsibility in meeting his/her special educational needs.
- To involve parents to develop a home school partnership in working together for the
- student's progress.
- To raise reading standards in identified groups.

### **1.5 Person responsible for the co-ordination of the school's SEN provision**

1.5.1 The SENCo is Mrs Sue Cook who is a qualified and experienced teacher. In addition Mrs Cook has attained the National Award for Special Educational Needs Co-ordination. She sits on the Governing Body of the school.

### **1.6 The qualifications, experience and special interests of staff in relation to SEN**

1.6.1 The SENCo is a qualified teacher. She has the National Award qualification for SEN. Mrs Cook is also qualified to conduct the testing for Exams Access Arrangements The teaching assistants (TAs) attend a wide variety of training sessions and disseminate the information to the remainder of the department.

### **1.7 Arrangements for the co-ordination of SEN provision including the responsibilities of class teachers and of the SENCo**

1.7.1 The SENCo is responsible for:-

- (a) The day to day operation of the school's policy.
- (b) Liaising with and advising subject teachers.

- (c) The co-ordination of the provision made for individual students with SEN.
- (d) Updating and overseeing the records of all students with SEN.
- (e) Maintaining the SEN lists within the school.
- (f) Liaising with parents.
- (g) Liaising with external agencies including the Educational Psychology Service, other support agencies, medical, Social Care and other voluntary bodies.
- (h) Contributing to INSET training for all staff.
- (i) Attending review meetings of SEN students and students with EHCPs (Education Healthcare Plans).
- (j) Leading the Teaching Assistants.

## **1.8 Subject Leaders:-**

- 1.8.1 Are responsible for ensuring that the work of their Department takes full account of the needs of students with barriers to learning. This will include course content, student groupings, teaching and learning strategies and appropriate differentiation of work. In some circumstances, Subject Leaders may recommend that teaching groups are organised on a basis of aptitude or ability. Subject Leaders must ensure that all team members are aware of the needs of students including SEN within their teaching groups and should seek appropriate training for their staff where necessary.

## **1.9 Curriculum SEN links:-**

- 1.9.1 The SENCo attends Middle Leaders meetings and the weekly Middle Leaders Briefings where she is able to have an input into curriculum planning. The SENCo is able to inform on national and local developments in SEN.

## **1.10 The Subject Teacher: -**

- 1.10.1 Is responsible for ensuring that their teaching enables students to maximise their access to the curriculum. The needs of most students should be met by Wave 1 (Quality First Teaching). The needs of some students will be met by Wave 2 (small group work organised by the teacher or Subject Leader). The needs of a minority of students will be met by Wave 3 (SEN interventions). It is also the subject teacher's responsibility to express initial concern for students who have not yet been identified and to endeavour to meet the students' needs through appropriate teaching and learning strategies.

## **1.11 The Form Mentor: -**

- 1.11.1 Should have an overview of the needs of each student in the mentor group and should participate fully in all strategies designed to support these students. All teaching and non-teaching staff should be fully involved in the School's Learning Support Policy and should be aware of the procedures for identifying, assessing and providing for these students.

## **1.12 Admission Arrangements**

- 1.12.1 The admission arrangements for students with SEN without an EHCP are no different from those of other students and places are allocated in line with the LA's Admission Policy. The LA allocates students who have an EHCP through liaison with the school. The school provides for students with a wide range of abilities and/or difficulties.

## **1.13 The nature of provision for SEN in which the school specialises**

- 1.13.1 The school has on-site provision for SEN in a Learning Support room to accommodate students with identified SEN if and when needed. The SENCo and specialist staff ensure that students have full access to the mainstream curriculum and are fully included within the life of the school. On site provision includes the support of outside agencies: Speech and Language Team, Specialist Teaching Service and outreach support from the Student Referral unit. There is strong pastoral support in place in the school from the Student Support Team. The SENCo communicates regularly, not only with the Learning Support team but also the Student Support team.

## **1.14 Special facilities, resources or accommodation**

1.14.1 There is a well-equipped SEN base which is taking up a new location in the school. Some students attend the base during Mentor Time to practise reading, handwriting etc. – whatever their individual need should be. At the end of the school day a Homework Club operates in the for all students when they can obtain support with homework tasks. Some small group work and targeted learning does take place when capacity allows. There is a toilet facility with wheelchair access on the ground floor.

## **2.0 INFORMATION ABOUT THE SCHOOL'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL STUDENTS WITH SPECIAL EDUCATIONAL** **A student has special educational needs if he or she has a learning disability, which calls for special educational provision to be made. This means a provision that is additional to or different from the norm.**

2.1 A student has a learning difficulty if he or she:-

- (a) Has significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the LEA.
- (c) In addition we identify Special Educational Needs within the context of the usual differentiated curriculum within the school.
- (d) Students are identified as having SEN if they are not making progress within a curriculum that:
  - Sets suitable learning challenges
  - Responds to student's diverse learning needs.
  - Overcomes potential barriers to learning.

2.1.1 A graduated approach is used in the identification, assessment and provision of students with SEN. The SEN Code of Practice uses the National Curriculum Handbooks' Statutory Guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum. A student will be placed on the SEN Register with the symbol 'K' which indicates a known SEN, if the student fails to make adequate progress within this differentiated curriculum. This will be ascertained through consultation with the student, subject teacher and parents, as well as school tests and assessments. Some students who continue to have difficulties and make only a little progress are issued with a Support Plan and other agencies might become involved. Parents are always involved with this. In addition, students whose learning and achievement raise concern are monitored to establish if they have a genuine SEN. These students are marked with the letter 'M' on the school's SEN list.

## **2.2 How resources are allocated to and amongst students with SEN**

2.2.1 The SENCo organises and plans the amount of additional in-class support and external specialist support in consultation with the teachers and parents.

## **2.3 How students with SEN are identified and their needs determined and reviewed**

2.3.1 Teacher assessment results will be used as a means of identifying SEN students. Further assessment of students who have not attained Level 4 will be screened for ability in reading, spelling, with further assessment being used as needed. Students' maths skills are screened on a regular basis as part of the differentiated work programme. All necessary testing should have diagnostic value wherever possible so that future targets can be set and met. Teacher assessment of classroom performance is also of great value. Once a student has been identified as having a learning need, support is offered according to the provision suggested in the Code of Practice. The concerns of parents are listened to and valued in their contribution to the identification of students with SEN.

2.3.2 Underachievement is identified as early as possible through teacher referral and additional assessment using standardised tests. Students are set individual challenging targets, which address the area of underachievement. Student progress is monitored and revised twice a year (termly for students with EHCPs).

2.3.3 The School maintains links with other upper schools through local Learning Support Co-ordinators' Meetings. Close liaison with the feeder schools takes place prior to the September intake. The SENCo also attends annual reviews of students with EHCPs in years 5 and 6 if invited.

## **2.4 Arrangements for providing access by students with SEN to a balanced and broadly based curriculum, including the National Curriculum**

2.4.1 Students in Key Stage 3 with literacy and numeracy difficulties will be supported in accordance with the guidelines in the Literacy and Numeracy Strategies. It may be necessary to withdraw some students from certain parts of their mainstream curriculum for individual or small group support in years 7-9. Every effort will be made to minimise disruption to the students' curriculum. Only in extreme circumstances would students be withdrawn from any lessons at KS4. All students should have access to a broad and balanced curriculum. TAs work in class to support students. They sometimes take students out of lessons to do some intensive small group work – this is usually at the suggestion of the subject teacher.

## **2.5 How students with SEN engage in the activities of the school together with students who do not have SEN**

2.5.1 Students attend regular mainstream lessons; take part in extra-curricular activities such as Sports and Drama and take part in school visits and trips. Reasonable adjustments are made when appropriate.

## **2.6 How the governing body evaluates the success of the education which is provided at school to students with SEN**

2.6.1 The governors have appointed a SEN governor whose role is to liaise with the Senior Leadership Team/SENCo over the implementation of the school's Learning Support Policy. The Governing Body should have regard for the Code of Practice when carrying out duties towards all students with SEN. It ensures that the necessary provision is made for students with SEN.

## **2.7 Arrangements made by the Governing Body relating to the treatment of complaints from parents or students with SEN concerning the provision made at the school**

2.7.1 Parents can receive impartial advice, information and support from SEND IAS (Special Educational Needs and Disability Information, Advice and Support Service) Service based at County Hall, Aylesbury. SEND IAS also holds information on local support groups and voluntary organisations that can be helpful to parents. The complaints policy is published on the school website.:

Link <http://www.beaconsfield.bucks.sch.uk/page/?title=School+Policies&pid=36>

## **3.0 INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

### **3.1 Arrangements made by the Governing Body relating to the in-service training of staff in relation to SEN**

3.1.1 The school is fully committed to the professional development of all departmental staff in areas related to SEN. Individual staff development is reviewed formally on an annual basis at performance management reviews with the SENCo, where development targets are discussed and agreed. TAs also attend regular County-led training programmes, which are approved by the DfE. The SENCo maintains close co-ordination of individual training needs and implementation thereof. TAs and all teaching staff undergo an induction programme in SEN and regular INSET is undertaken. Staff attend training programmes from outside agencies in relation to SEN, e.g. self-harming and Children at Risk. The appointed SEN

Governor reports at the full Governing Body meetings and attends both external and internal training programmes, when possible.

### **3.2 The use made of teachers and facilities from outside the school, including links with support services for SEN**

3.2.1. The SENCo maintains close links with SEN teachers at “feeder” junior schools and local secondary schools. Regular liaison with outside agencies is consistent on a regular basis, including support from a speech and language therapist, Specialist teachers, Support is arranged in accordance with student need, and parents are fully included and consulted before this provision is put into place.

### **3.3 The role played by parents of students with SEN**

3.3.1 The school views the value of parent participation extremely highly in maintaining the consistent positive progress of students with SEN. Parents can contact individual class teachers via the procedures outlined in the school prospectus and the SENCo can be accessed directly. Parents are consulted regarding the provision of SEN for their child and are continuously supported and advised through direct liaison with the Learning Support Department. Regular reviews between the parent, school and outside agencies maintain and monitor the progress of students with SEN.

### **3.4 Links with other schools including special schools and the provision made for transition of students with SEN between schools and/or the next stage of life or education**

3.4.1. Students with SEN are fully integrated within the school in the provision made for the transition of students between schools – modifications may be made where necessary. Students with SEN may attend specialist schools on a part time basis according to need. The school maintains a close partnership with Beaconsfield High School in the provision of 6<sup>th</sup> Form education and students with SEN have full access to this facility. Arrangements for career advice are made in the year that the student reaches the age of 14 years, through Connexions. Students are referred to additional outside agencies including CAMHS, as appropriate, in line with current guidance on referral procedures.

### **3.5 Links with child health services, social services, educational welfare services and voluntary organisations working on behalf of students with SEN**

3.5.1 The SENCo works closely with all outside agencies. Referrals to outside agencies can be made and parents are consulted and their permission is sought before this support is put into place.

### **3.6 Education of young people with medical needs**

3.6.1 The SENCo in liaison with the appropriate year leader and parents will:

- Liaise with the Home Tuition and Hospital Teaching Service, in particular provide prompt up-to-date information about records of achievement and the curriculum.
- Consider the need for assessment under the SEN Code of Practice (Students with a Medical Need) and contact their link Educational Psychologist.
- Ensure that suitable programmes of work are available to students receiving home tuition/hospital teaching, that these are consistent with what the student would normally be studying whilst at school and that they take account of the student’s views.
- Provide appropriate resource material to support the programmes of work for the student where possible.
- Make appropriate contributions to the cost of providing home tuition as outlined in the County guidelines for access to education for students with medical needs.
- Meet all examination fees on behalf of the student.
- Make arrangements for GCSEs, A/AS levels and any other examinations/accreditations.
- Provide the funding for invigilators to ensure completion of any external examinations where it is not possible for the student to complete the assessment

within the school or PRU. Invigilation of exams is over and above the 5 hours required and therefore will be funded by the school where the student is on roll.

- Assess coursework.
- Maintain contact with the student and their family.
- Take part in planning and review meetings, especially those called to organise reintegration at school.