



Special Educational Needs (SEND) Policy

Written by	Adopted by Governing Body	Review Date
Jade Driscoll – Autumn Term 2020	January 2021	January 2022

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1. Introduction

Baysgarth School is highly committed to ensuring that all students irrespective of their needs have an appropriate and high-quality education. We strive to ensure that there is equity of opportunity and access for every student within the school in terms of curriculum and the wider aspects of school life.

We have high expectations of all our students and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and therefore we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Baysgarth School works with them and their families.

The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out the school's responsibilities for students with SEN and disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Changes to the law on education, health & care needs assessments and plans due to Coronavirus (COVID-19) April 2020
- Schools SEN Information Report Regulations 2014
- Equality, Diversity & Accessibility Plan
- Teachers Standards 2012
- The school's SEND Information Report (which can be found on the school website)

The SEND local offer is a resource that is designed to provide support for children and young people with additional needs. It provides information on the services and provisions that are available within our authority. The North Lincolnshire local offer and resources can be found at <http://www.northlincslocaloffer.com/>.

The SENCOs at Baysgarth School are Mrs G Megson and Miss E Rice who will be responsible for the implementation of this policy in collaboration with the governors and senior leadership team.

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: SEND staff, students and parents.

2. Aims

At Baysgarth School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The School aims to ensure that all students are given the necessary skills and knowledge to access the wider community (for example mainstream lessons, GCSE Option choices, post 16 courses, paid employment or independent living) and prepare them for adulthood through developing their social and academic building blocks.

Our core aims and outcomes for each student are:

- Access further/higher education
- Gain paid employment
- Live independently
- Participate in the community
- Be mentally and physically healthy

(SEND Code of Practice and PfA outcomes)

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Our school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The aims of this policy are:

- To ensure that the school complies with the requirements of the **SEND Code of Practice 2014** and other statutory guidance and are implemented effectively within the school.
- To ensure that our expectations of every pupil with special educational needs and/or disabilities are sufficiently high and they are presented with maximum opportunity to achieve economic wellbeing.
- To identify students with special educational needs and disabilities and ensure that their needs are met, with bespoke input matched to their individual needs.
- To ensure that students with special educational needs and disabilities are included in all (appropriate) activities of the school and are perceived positively.
- To ensure that all learners make the **best** possible progress.
- To ensure parents are informed and involved in the processes surrounding their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure all students leave the School prepared for the next stage of their learning, with emotional resilience and the basic skills required

3. Definitions

Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of its policy the school adopts the legal definition provided by the 1996 Education Act:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

The SEND Code of Practice says a child has a learning difficulty if he or she;

- (a) Has a significantly greater difficulty in learning than the majority of young people of the same age
- (b) Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools within the area.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for the child’s age in maintained schools.

Baysgarth School recognises that there is a continuum of special educational needs, which should be reflected in a continuum of provision, and that the most effective support for SEND students is high quality teaching.

Only in a small minority of cases will a child have special educational needs of a severity or complexity, which require a Education Health Care Plan or Statement of SEND. The 1996 Education Act (Section 32) says:

‘A child is not to be taken as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his/her home.’

Similarly, a talented or gifted child does not fall into the remit of special educational needs. The school recognises that these young people have their own needs, which are addressed separately. We also recognise that young people may have special educational needs in some areas of their learning and can be identified as gifted and talented in others.

4. Responsibilities

The Governing Body of Baysgarth School will ensure that the school provides high quality education and support for every student at the School. They will ensure that there is a nominated Governor who will have specific responsibility for SEND.

The SENCO leads the support and provision for students with special educational needs within the school, in collaboration with the senior leadership team and the Governors.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers;
- managing the SEN team of teachers and learning support assistants;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to the in-service training of staff; and
- liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies.
- Reporting and reviewing progress of SEND pupils to the Headteacher and Governing Body

In relation to each of the registered pupils who have SEND, the SENCO is responsible for:

- identifying the pupil's SEND;

- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEND and the SEND provision made to meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision meet those needs is conveyed to the Governing Body or (as the case may be) the proprietor of that school or institution; and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

The Classroom teacher is responsible for:

- Promoting and celebrating inclusive education
- Upholding high expectations for every student, irrespective of additional needs
- Ensuring they are aware of the additional needs of all students within their classes and the specific strategies that are recommended
- Ensure all students needs are met within the differentiated curriculum and teaching approach to ensure progress for every student
- To inform the SENCO of any student whose needs are not being met by high quality teaching

Heads of Faculty are responsible for:

- Monitoring the progress of students with SEND in their faculty
- Provide opportunities to gather student voice
- Provide an accessible and aspirational curriculum for all learners
- Ensure the quality of teaching is high in all lessons

5. Whole School Graduated Response

The school has regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and four stage graduated approach to identifying, assessing individual student needs, providing for pupils' special educational needs and reviewing progress and impact of provisions (assess, plan, do and review).

The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and when any SEN provision is made for that pupil. The key test is where the pupil is not making at least expected progress or is unable to access the curriculum. The SENCO will work closely with teaching staff and initially monitor teaching and differentiation strategies being used. Where necessary, this may include supporting the teacher's understanding of strategies and knowledge of specific SEND needs. Views from parents and the pupil will also be sought and the SENCO will complete informal observations of student performance in class and across the curriculum to gain an overall picture of need. A range of in-house assessments may also be carried out by the SENCO to assess the level of need for each individual.

The SENCO, with teaching staff, parents and the child will review the differentiation strategies being used by teachers and then collectively decide whether the student would benefit from something additional or different to their peers.

Once a pupil is identified as having SEND, they are placed on the school's SEND register and categorised as requiring SEN Support. A Pupil Profile is created, shared with all relevant staff and the intervention is determined.

The Pupil Profile will set targets for the pupil and will detail:

- detailed pupil information of need
- the short-term targets set for or by the pupil
- the teaching strategies to be used

- the provision to be put in place
- when the plan is to be reviewed
- relevant and up to date data
- pupil views – ambitions/goals and how they like to learn

The Pupil Profile will be reviewed every term. Pupils, parents and teachers will be invited and encouraged to participate fully in the review process.

Interventions run for six weeks and consist of baseline assessments and then an exit assessment. Progress is monitored and assessed by the SENCO and then, with all stakeholders, a review of the progress and impact of the intervention occurs. This may involve a face to face meeting or a telephone call with parents or carers. If it is decided, by all, that progress of the student is not adequate or sustained across the curriculum then additional or different interventions will be discussed and put in place. The advice of external agencies will also be sought.

If, it is felt by all involved, that the school alone cannot meet the needs of the student then the SENCO will begin collating evidence for the application of an Education Health Care Plan.

If a student makes at least expected progress and it is sustained across the curriculum, and all stakeholders are in agreement, then the student will exit the SEN register but their progress will be monitored closely by the SENCO at the normal school assessment periods.

6. Targeted Intervention

All teachers at Baysgarth School are teachers of pupils with SEND and are responsible and accountable for the progress and development of all pupils in their class, including when a pupil accesses support from teaching assistants or specialist staff. High quality first teaching, differentiated for individuals is the school's first response to pupils who may have SEND. As a school, we believe that additional interventions cannot compensate for lack of good quality teaching. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

There are occasions when additional input is needed for a student and this is coordinated by the SENCO. Examples of such provision are:

- Ruth Miskin's Fresh Start Phonics
- Lexia
- IXL
- Numicon
- Individual speech and language programmes
- Self-esteem workshops
- Social Skills group
- ASD Solutions group
- SEAL intervention where appropriate
- Anger management workshops
- Counselling
- Provision of Laptops/iPads for supporting writing skills
- Access to specialist teachers for sensory impairment and/or physical needs

7. External Support Services

The External Support Services play an important part in helping the school identify, assess and make provision for pupils with special educational needs:

- The school will liaise with the Careers Service and other agencies to arrange transition plans for students with Statements or EHCP (and other pupils with SEN who may benefit from

transition planning) in Year 9, and will ensure that these transition plans are reviewed annually as part of the Annual Review process.

- The school receives regular visits from the nominated Education Inclusion Officer and Educational Psychologist for the area.
- The SENCo involves other outside agencies including Social Services (see Child Protection policy), Education Welfare Officer, Sensory Impaired Service, School Nurse, Speech and Language and Occupational Therapy, and CAMHS.
- The school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Annual access arrangement testing is undertaken to assess if students require additional support in exams

8. SEN Transition

The transition to a new school is a significant change for students and many SEND students will need additional support to manage this.

Wherever possible, the SENCO will attend Year 5/6 annual reviews of pupils with EHCPs naming the school. The SENCO will liaise with the current school and will implement if necessary a bespoke transition plan to facilitate a longer period of transition.

At the end of KS4 and KS5, we can offer guidance and tailored transition support for students looking to move on to further education or apprenticeships.

We also work closely with the local community and businesses to provide opportunities for young people to improve their skills.

9. Supporting Pupils and Families

Baysgarth School recognises that the best results for a student are achieved when the staff, parents and other agencies are working cohesively in partnership. Working towards this principle we commit to:

- Ensuring parents and pupils are involved in all discussions and decisions about what SEN provision should be made.
- Recognising that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs.
- Ensuring that parents are kept informed of all aspects of work completed with their child and copies of Pupil Profiles are sent home.
- Encouraging contact with the SEN department
- Inviting parents to contribute to review processes.
- Run parent support groups linked to different SEN needs and facilitate a parent forum group who meet regularly to discuss policy and procedures within the school.

Resources Allocated to Pupils with SEND

- Teaching Assistants are allocated to support Quality First Provision and undertake specific programmes and interventions, where appropriate.
- Purchase and maintenance of specialist software.

- Additional resources and specialist equipment are purchased, when necessary.

10. Supporting Pupils at School with Medical Conditions

Baysgarth 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 comply with its duties under the Equality Act 2010. See the school's 'Supporting Pupils with Medical Conditions Policy'.

Some may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Students with medical needs will have a health care plan which will be completed by parents and updated regularly. This will be shared with all staff, so they are aware of needs.

11. Staff Training

The SENCO works closely with all Heads of Faculty and SLT to identify staff training needs. Heads of Faculty are also responsible for supporting the SENCO in creating a cohesive and coordinated approach to the SEND Code of Practice across the school. In order to maintain and develop quality first wave teaching, all staff are encouraged to undertake training and development opportunities.

All teachers and support staff undertake an induction and this includes a meeting with the SENCO to explain the policy and procedures of the school. LSAs and HLTAs receive regular training through the LA (SEND) department and SENCO.

The SENCO also regularly attends the LA Secondary network meetings, chairs the SENCO Barton Trust network meetings and constantly seeks training updates on all aspects of SEND. The SENCO also has an up to date NASEN membership.

12. Monitoring and Evaluation

The evaluation of interventions and provision occurs on a six-weekly basis. The SENCO is responsible for evaluating the impact of strategies and interventions for students and making the necessary adjustments to their support. Parents are encouraged to be involved and fully participate in this process.

The SENCO should provide a report on the progress of SEND students at each Governing Body meeting.

Student voice and a parental survey is conducted annually and the results published to the Governing body.

13. Accessibility

The school has an Accessibility Plan which should be read in conjunction with this policy. This can be found on the school website.

14. Concerns or Complaints from Parents

Arrangements made by the Governing Body relating to treatment of concerns or complaints from parents of pupils with SEND concerning the provision made at the school should in the first instance be directed to the SENCO. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the SENCO the parent should follow the school's Complaints Procedure which can be found on the school's website.

Additional, support and advice can be accessed through SENDIASS.

15. Admission Arrangements

The Governing Body has agreed with the Local Authority admission criteria which do not discriminate against pupils with special education needs or disabilities and its admission policy has due regard for the guidance in the SEND Codes of Practice 2014. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

16. Reviewing the Policy

The policy will be reviewed annually by the SENCO.

Signed: _____ [Chair of Governors]

Date: _____

Signed: _____ [Head Teacher]

Date: _____