

Brownhills School



Special Educational Needs and Disabilities Policy



SENCO: Mrs M Moore

Assistant SENCO: Miss R. Plant

SECTION 1:

- Brownhills School is a fully inclusive school where children and young people develop socially and academically.
- They experience support, acceptance and real opportunities for positive relationships, as well as a challenging learning environment. Effective inclusion is evident throughout the school with young people developing in line with the hopes and aspirations of their parents, carers and educators.
- Every teacher is a teacher of every child or young person including those with SEND.

INTERNATIONAL CONTEXT

- In 1994 UNESCO issued the Salamanca Statement calling on all governments to adopt the principle of inclusive education for all by implementing practical and strategic changes. The Human Rights Act (1988) further reinforces this by emphasising an increased focus on 'fairness' and 'justice' in meeting children and young people's needs.

NATIONAL CONTEXT

- The SEND Code of Practice (June 2014) places responsibility on the LEA, schools, parents and other agencies to develop effective identification, assessment, intervention and inclusive partnership.
- The way in which SEND students and their families are supported in school and within the wider educational and social contexts come from the recommendations of this document.

SECTION 2:

AIMS

The school aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. The school's aims are:

- To ensure that all students with SEND have their needs identified in order to support academic progression, physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

- To ensure that every child can access a balanced curriculum, differentiated where appropriate.
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing barriers to their learning.

OBJECTIVES

- Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, health and care services and feeder schools prior to the child's entry into the school.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO/Assistant SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are being catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and providing information on the provision for students.
- Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
- Create an environment where students feel safe to voice their opinions of their own needs. This means providing one to one meetings between students and their teaching assistant/Assistant SENCO and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school.

SECTION 3:

- The Code of Practice describes four broad categories of need:
 - Communication and Interaction.
 - Cognition and Learning.
 - Social, Mental, Emotional Health.
 - Sensory and/or Physical Disability.

- These areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. Brownhills School identifies the needs of the whole child.
- The following are not SEND but may impact on progress and attainment:
 - Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
 - Attendance and Punctuality.
 - Health and Welfare.
 - EAL.
 - Being in receipt of Pupil Premium Grant.
 - Being a Looked After Child.
 - Being a child of serviceman/woman.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

- The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching.
- Class teachers are responsible for high quality teaching, differentiated for individual students. This is the first step in responding to students who have, or may have, SEND. Additional intervention and support cannot compensate for lack of good quality teaching.
- Brownhills School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is through lesson observations, lesson drop-ins, walk-about and the appraisal system. This also includes reviewing and where necessary, improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. This is done through CPD and training sessions.
- The school will decide to make special educational provision through analysis of student progress data by SENCO, Assistant SENCO, class teacher, TLC and DoL, alongside national data and expectations of progress.
- For higher levels of need, the school will draw upon more specialised assessments from external agencies and professionals such as the Educational Psychologist.
- If there is a decision to place a student on the register, the school will follow the ASSESS – PLAN – DO – REVIEW cycle.
 - **ASSESS:** Referral made by class teacher/TLC to SENCO/Assistant SENCO. Assessment made regarding area of need.
 - **PLAN/DO:** Feedback to class teacher/TLC and agree action points for class teacher to put in place. Class teacher to write Assess, Plan, Do Review cycle and parent contacted.

- **REVIEW:** Class teacher to review.
 - **PLAN/DO:** Amend action points and, if necessary, put further interventions into place.
 - **REVIEW:** Class teacher to review 2nd plan.
 - **ASSESS:** If there is a continuing concern, refer back to SENCO/Assistant SENCO.
 - **PLAN/DO:** Put intervention into place.
 - **REVIEW:** Review Assess, Plan, Do, Review cycle termly.
- Students and young people will have a one to one meeting with the Assistant SENCO if they have been identified as requiring special education provision. They will discuss how they learn best, any barriers they may have to their learning and complete any further assessment necessary.
 - Parents will be contacted once their child is identified as not making the progress expected and a discussion will be held to plan any additional support or any referrals to outside professionals.

SECTION 5: MANAGING STUDENTS NEEDS ON THE SEND REGISTER

- Students on the SEND register (SEND Support) + Statements + Early Health Care Plans are assessed (reading/spelling) twice per academic year.
- Provision is updated and identified on a Provision Map and in individual student tracking folder.
- English, Maths and Science progress tracked after each data trawl. Provision adjusted and the Provision Map and individual student tracking folder updated.
- Staff are alerted via the SEND shared area, Department meetings/DoLs meetings/Pastoral meetings.
- Specific concerns which arise outside of this structure are shared with staff immediately.
- Students' needs are reviewed once per term via individual meetings, parents' evenings and correspondence home.
- If the school/parent/child sees that there is not sufficient progress taking place, outside support will be contacted (eg. Educational Psychologist, Speech and Language) and intervention monitored via data trawls and review meetings.
- If the school feels it cannot support the needs of the student, the parent and student are contacted, advice is sought from LA and evidence compiled in order to identify provision which can meet the needs of the student.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER

- On-going tracking of progress in whole school data trawls.

- Progress tracking of reading and spelling ages. When target level is achieved, monitoring will take place for 6 months. If progress has continued without support, student and parent will be consulted and student will exit register.

SECTION 7: SUPPORTING STUDENTS AND FAMILIES

- Parents and students can access more information about specific services for children and young people with Special Educational Needs via the LA local offer and Brownhills School SEND Information Report.
- The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010.
- If a child is making a transition from another school, other than at the end of Year 6, a discussion will take place between the school and the Assistant SENCO of Brownhills School where important information relating to the students' needs will be shared. When a student is transferring at the end of Year 6, staff will liaise with all primary schools and ensure that appropriate transition support is in place. Students will be invited to a series of small group taster days in the summer term. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.
- The Assistant SENCO is responsible for access arrangements for assessments and examinations and will liaise with TLCs to identify specific arrangements.
- Transition from class to class, across Year groups and Key Stages and Post 16 is carefully managed and liaison between the Assistant SENCO, TLCs and DoLs is built in to the school's meeting cycle.
- Students with medical conditions have a medical care plan which is updated regularly and made available to all staff.

SECTION 8: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

- Brownhills School recognises 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 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.
- Some may also have Special Educational Needs (SEND) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- See the school's policy for supporting students with medical conditions.

SECTION 9: MONITORING AND EVALUATION OF SEND

- Evaluation and monitoring promote an active process of continual review and improvement provision for all students.
- Student Voice is employed half termly.
- Parent Voice is employed termly.
- SEND Governor meets with SENCO termly.
- Section 1 in the School Improvement Plan highlights provision, monitoring and evaluation for SEND students.
- Monitoring of the SIP three times a year. This identifies impact of provision and act as a monitoring and evaluation document.

SECTION 10: TRAINING AND RESOURCES

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- The school's SENCO/Assistant SENCO regularly attend the LAs SENCO network meetings (SENCO Forum etc.) in order to keep up-to-date with local and national updates in SEND.
- The school is a member of the National Association for Special Educational Needs.

SECTION 11: ROLES AND RESPONSIBILITIES

• SEND LINK GOVERNOR

- Must be aware of all SEND issues and development.
- Maintain the implementation of the SEND policy.
- Maintain the implementation of the Code of Practice

• SENCO

- Monitor and evaluate SEND provision across the school.
- Ensure that SEND provision is accurately recorded and is appropriate for each student.
- Support the assessment and integration of all mid-term admissions.

- Ensure that all staff are aware of their roles and responsibilities with regard to SEND.
- Regularly update and publish SEND Profiles, Medical Audit and other SEND related material.
- Meet with outside agencies where appropriate.
- Organise and conduct reviews.
- Liaise with all relevant agencies in the appropriate assessment, support and educational provision of SEND students.
- Encourage the professional development and advancement of support staff and departmental SEND representatives and co-ordinate relevant inset as appropriate.
- Involve parents and carers fully in the SEND process.
- Meet with SEND Governor and Headteacher as appropriate.
- Monitor and evaluate support staff.

- **ASSISTANT SENCO**

- Co-ordinate all SEND information/communication and disseminate to whole school.
- Monitor and evaluate SEND provision across the school.
- Ensure that SEND provision is accurately recorded and is appropriate for each student.
- Support the assessment and integration of all mid-term admissions.
- Liaise with colleagues at feeder schools before, during and after transfer.
- Meet with outside agencies where appropriate.
- Organise and conduct reviews.
- Liaise with all relevant agencies in the appropriate assessment, support and educational provision of SEND students.
- Liaise with relevant agencies.
- Co-ordinate the termly and yearly reviews of students.
- Involve parents and carers fully in the SEND process.
- Liaise with core subjects to ensure the provision of appropriate literacy/numeracy or support programmes for SEND students alongside the curriculum.
- Manage access arrangements.
- Monitor and evaluate support staff and SEND teachers.

- **SEND TEACHING ASSISTANTS**

- Liaise with class teachers/DoLs/TLCs regarding the progress and development of students identified with Special Educational Needs.
- Maintain student progress though half termly target setting, student profile monitoring and discussions with staff. Inform Assistant SENCO of any progress and update the appropriate records.
- Conduct one to one and small group work where directed.
- Maintain up to date student files.
- Inform Assistant SENCO of SEND issues.
- Attend all scheduled Department meetings or other relevant meetings.
- Carry out any other reasonable assigned departmental duties.

- Liaise with parents on a regular basis.

SECTION 12: STORING AND MANAGING INFORMATION

- See policy on Information Management/Confidentiality.

SECTION 13: REVIEWING THE POLICY

- This policy will be reviewed annually and is available on the school's website.

SECTION 14: ACCESSIBILITY

- See Accessibility policy.

SECTION 15: DEALING WITH COMPLAINTS

- Parents, carers, families and students with SEND can follow the system below if they are concerned about their child's progress.
 - Contact child's Director of Learning/Assistant Director of Learning.
 - If still a concern, contact the Assistant SENCO.
 - If still a concern, speak to Deputy Headteacher (SENCO) or Headteacher.
 - If still a concern, contact the Local Authority.

SECTION 16: BULLYING

- (See Anti Bullying Policy)
- The school does take specific approaches to address specific needs of students eg students with social communication difficulties. In addition the school promotes independence and develops resilience of students with Special Educational Needs in various group work and individual activities.

SECTION 17: APPENDICES

- Brownhills School SEND Information Report 2014.
- SEND Code of Practice 2014.
- Local Authority Local Offer.
- Brownhills School Information Management/Confidentiality Policy.
- Brownhills School Accessibility Policy.
- Brownhills School Anti Bullying Policy.
- (Children and Families Act 2014)

- (Human Rights Act 1988)
- (Equality Act 2010)