

THE BROXBOURNE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ('SEND') POLICY AND PROCEDURES

POLICY

The objectives of the school's Special Educational Needs and Disabilities (SEND) policy is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities in accordance with the SEND Code of Practice January 2014, the Children and Families Act 2014 and The Equality Act 2010.

"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" (DFE Code of Practice, January 2015).

The school aims to ensure that all pupils of all ages have access to the broad and balanced curriculum to which they are legally entitled, to provide all pupils with opportunities to develop their full potential, become confident individuals and make a successful transition into adulthood. All staff are involved in the following:

- High quality teaching that is relevant and differentiated and that demonstrates coherence and progression in learning
- The development and use of techniques and strategies appropriate to the teaching of pupils with SEND
- The effective use of a system of support across the curriculum for pupils with SEND
- Building highly effective partnerships with parents to help ensure that pupils with SEND achieve their potential

PROCEDURES

Ms Piggott is the Special Educational Needs Coordinator (SENCO). The SENCO line manages the Learning Support Assistants and ensures all the correct procedures are in place. There are designated members of the senior leadership team and the school's governing body who have specific oversight of the arrangements for SEND.

The arrangements for identifying and co-ordinating education provision for pupils with SEND

To ensure the successful co-ordination of provision for pupils with SEND, the following roles are identified:

Role of the SENCO:

- To ensure adherence to the principles and procedures outlined in the Code of Practice January 2015
- Oversee the day-to-day operation of the school's SEND policy
- To manage the Learning Support Team
- To timetable LSA support
- To liaise with primary/secondary schools about incoming pupils who may have SEND
- To help identify pupils with SEND in the school and to advise on the graduated approach to providing SEND support
- To communicate and liaise with subject teachers, Year Tutors and Senior Leadership Team
- To liaise with external agencies including LEA support services for physical and sensory impairment, the Educational Psychology service, health and social services and voluntary organisations and Youth Connexions

- To liaise with parents /carers of pupils with SEND
- To ensure the dissemination of recommended strategies to support pupils with SEND to staff
- To keep effective records
- To work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To attend cluster meetings with local primary and secondary schools

Role of Learning Support Assistant (LSA) Coordinator:

- To assist the SENCO in managing and leading the LSA team
- To arrange cover for absent colleagues
- To manage the day to day timetabling of LSA support
- To liaise with support services
- To maintain and update the LSA handbook
- To write and review Pupil Passports
- To oversee provision of pupils with PNI (physical and neurological impairment)
- To coordinate access arrangements for KS4 and KS5 examinations

Role of Learning Support/Welfare Support Assistant:

- To ensure that the physical and social needs of pupils with physical/neurological impairment (PNI) are met
- To assist with PNI pupils' personal care
- To supervise exercise sessions for PNI pupils as advised by physiotherapist
- To monitor and organise specialist equipment and supplies for PNI pupils
- To maintain PNI pupils' Intimate Care Plans

Role of all LSAs:

The role of the LSAs is to support teachers to help meet the needs of pupils with communication and interaction difficulties, cognition and learning difficulties, social and mental health difficulties and sensory and/or physical needs.

The support may involve any of the following:

- Assisting in class by encouraging and motivating pupils and by, for example, reading information, reading and/or repeating instructions, checking for understanding, demonstrating a process and supervising use of equipment in practical activities, acting as a scribe for a pupil and assisting with note taking
- Establishing a supportive relationship with pupils concerned
- Encouraging acceptance and inclusion of the pupil with SEND
- Developing methods of promoting/reinforcing the pupil's self esteem
- Acting as a reader, practical assistant or scribe in school and public examinations
- Observing and monitoring pupil behaviour, encouraging good behaviour, addressing poor behaviour and reporting unacceptable behaviour to the teacher
- Working with pupils on a one to one basis, hearing pupils read, supervising individual programmes of work provided by the teacher and assisting with assessment
- Helping pupils with physical impairment in practical activities, with the mobility around school and with intimate care
- Liaising with the class teacher and SENCO about Pupil Passports

Role of Year Tutors:

- To identify pupils in the year group who may have social, emotional and mental health difficulties
- To liaise with parents
- To communicate relevant information to staff involved with the pupil

- To develop strategies appropriate to the pupil's needs
- To monitor and review the pupil's progress
- To keep effective records
- To liaise with the SENCO

Role of Teachers:

- Provide high quality teaching through a broad and balanced curriculum that is relevant, differentiated for individual pupils and that demonstrates coherence and progression in learning
- Ensure robust procedures are in place to monitor, review and evaluate learning outcomes
- To seek to identify pupils making less than expected progress given their age and individual circumstances either in attainment or social needs
- Target areas of weakness, monitoring for less than expected progress
- Work together with SENCO to assess if the pupil has SEND
- Gather views of pupil and parents/carers

1. Admission arrangements for pupils with SEND:

The school adheres to the County admissions policy with regard to pupils with Education Health Care Plans who express a preference for the school, unless the school is unable to meet their needs. The SENCO liaises with primary/secondary schools, parents and outside agencies to ensure arrangements are made to allow appropriate special educational needs to be met.

As part of the reforms to SEND, Hertfordshire has developed a Local Offer for young people and families of children with SEND. This provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and it can be found at www.herts.direct.org/localoffer. In addition, the school's Special Educational Needs and Disabilities Information Report can be found on the school website.

2. Designated Status:

The school is an LEA designated school for pupils with physical and neurological impairments

3. Facilities for pupils with SEND:

The school site is large with three main buildings, each having two floors. There is wheelchair access to the ground floor of all buildings in the school. Classes which include pupils with physical disabilities are timetabled on the ground floor if possible. However the library is located on the first floor. There is lift access to the first floor in 100,200 and 300 blocks.

There is a purpose built toilet for the use of disabled pupils in 100, 200 and 300 blocks. The school's Accessibility Plan continually reviews the facilities for pupils with SEND.

The Learning Support Department is located in a specially converted building. There is an office and one well-equipped and resourced classroom. These are used for after school literacy sessions, one-to-one work with pupils, small group interventions and meetings with parents and external agencies.

4. The allocation of resources to and amongst pupils with SEND:

Resources for pupils with SEND are mainly allocated to the Learning Support Department. The SENCO and Learning Support Coordinator timetable support in response to the SEND of the pupils in the school and in consultation with parents.

The Learning Support Department consists of:

- SENCO
- The Learning Support Coordinator
- Three full time LSAs
- Three part time LSAs
- Three full time Learning Support/Welfare Assistants
- The Year Tutors provide support and guidance for pupils with social, emotional and mental health difficulties

Extra provision from the LEA to meet the needs of individual pupils with EHC Plans of SEND is used as advised in the pupil's annual review to supplement the provision already in place within the school.

5. Identification and assessment arrangements and review procedures

The school identifies pupils with SEND in the following ways:

- The school receives pupil records from primary schools
- The Year Tutor visits primary schools to discuss new intake
- The SENCO visits primary schools to discuss pupils who are known to have SEND and attends Year 6 annual review meetings of EHCPs
- The school welcomes information from parents
- Relevant information of the new intake is passed to all teachers concerned
- At the beginning of Year 7 all pupils are given a series of tests which help to indicate spelling, reading and cognitive abilities
- The progress of new pupils is closely monitored by subject, form, Learning Support staff and Year Tutors

In line with the Special Educational Needs Code of Practice January 2015, School Action and School Action Plus categories have changed to Special Educational Needs and Disabilities (SEND) support. The school operates a graduated response to SEND:

- **Access** - Forming a clear analysis of the pupil's needs. (Teachers assessments, progress and attainment, development in comparison to peers and national data, views of pupil and parents. Liaison with other agencies)
- **Plan** – Parents to be formally notified, teachers and support staff aware of adjustments, interventions and support, support recorded on school's information system
- **Do** – Class or subject teacher responsible for working with the pupil on a daily basis. SENCO to support the class teacher
- **Review** – Support and intervention with pupil and parents

The four broad areas of barriers to learning are now as follows:

- Communication and interaction (speech and language difficulties, ASD including Asperger's syndrome and Autism)
- Cognition and Learning (mild learning difficulties, SpLD including dyslexia, dyscalculia and dyspraxia)

- Social, emotional and mental health difficulties (challenging, disruptive or disturbing behaviour, anxieties or depression, ADD, ADHD)
- Sensory and/or physical needs (physical difficulties, visual/hearing impairment)

For a pupil who is not making adequate progress despite interventions a request may be made to the Local Authority by the school to make a statutory assessment for an Education, Health and Care Plan.

The school supports pupils at school with medical conditions in accordance with statutory guidance.

6. Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum (including the National Curriculum)

The Learning Support Department works in partnership with curriculum departments to ensure that all pupils have access to a balanced, broadly based and, where necessary, differentiated curriculum as appropriate to the ability and needs and they are monitored closely to ensure they make adequate progress (see Teaching and Learning Policy)

7. Progress of pupils with SEND

Pupils with SEND have targets set to support them, make adequate progress and which are based on initial benchmark assessments. Their progress is tracked and monitored over time using various testing mechanisms and data sets. Appropriate intervention is applied to ensure that any gap between a pupil's expected and attained progress is minimised.

8. How pupils with SEND engage in the activities of the school together with pupils who do not have SEND

Pupils with SEND are expected and encouraged to participate fully in all aspects of school life. Pupils with SEND are encouraged to be involved in the planning of their education and their voice is a valued inclusion to planning their education.

9. How the Governing Body evaluates the success of the education which is provided at the school to pupils with SEND

A nominated Governor has responsibility for SEND matters and will report to the Governing Body annually.

10. Arrangements for considering complaints about SEND provision within the school

In the first instance, complaints should be resolved by talking directly with the SENCO. If the matter cannot be resolved then the school's complaints procedure should be followed.

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

11. Any arrangements made by the governing body relating to in-service training for staff in relation to SEND

The school gives equal consideration to the INSET needs of the Learning Support Department as it does to those of all other departments. The school makes every attempt to ensure that the INSET needs of all staff are met.

12. Use made of teachers and facilities from outside the school, including support services

Full use is made of all specialist advisory services offered by the LEA as appropriate.

13. The role played by the parents of pupils with SEND

The school recognises that a good working relationship with parents has a crucial bearing on a pupil's progress. When a pupil is identified as having SEND, the school consults closely with parents. Parents are encouraged to contact their child's form tutor, year tutor or the SENCO to discuss any concerns they have. The school will offer three opportunities for parents to review the progress of a pupil with SEND annually.

14. Links with other mainstream schools and special schools, including arrangements when pupils change schools or leave school

The school maintains close links with all partner primary schools. The school is a member of the Broxbourne Borough Secondary School Consortium. Transfer between schools follows Hertfordshire County Council protocols.

15. Links with health and social services, educational welfare services and any voluntary organisations

The school works closely with all agencies within the Childrens' Services division of the County Council.

16. The SENCO will evaluate the effectiveness of this policy at the end of each academic year with reference to individual attainment and outcomes.

SEND Code of Practice 0-25 years, January 2015 can be found at www.hertsdirect.org/sendpractice

Frances Piggott

Reviewed:	Autumn 2018 (PC)
Ratified and approved by full governing body:	Autumn 2018
Next review:	Autumn 2019