



<u>Special Educational Needs Policy</u>	
Title (or name) of Current Owner	Monica Daryani
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NOTES:	

Special Educational Needs Policy

Introduction

All teachers are teachers of special educational needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and differentiation through overall 'high quality teaching'. However, if a student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs. The Special Educational Needs and Disability Code of Practice (SEND & CoP, 2015, p.15) identifies SEN as below:

- if a child or young person has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- special educational needs for a child or young person who has a learning difficulty or disability if he/she:
 - (i) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (ii) 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

Some students find accessing the curriculum difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our English as an Additional Language (EAL) policy.

Objectives in making provision for students with SEN

- Inclusive practices is good practice for all students.
- To value all the students in BSG equally.
- To ensure that all students have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- The aims of education for students with difficulties and disabilities are the same as those for all students, which should be matched through inclusive and high quality teaching practices.
- It is the responsibility of all teachers to identify and meet the needs of students with SEN. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.

- To draw on students' strengths and abilities, rather than only focusing on difficulties and limitations.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- All students are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- To acknowledge that any student may encounter difficulties in school at some stage.
- To adapt a person-centred planning strategy that involves student and parent.
- To understand that all special educational provision is more effective if students and parents are fully involved.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

Take into consideration some of the following reasons, where parents may misrepresent the child's SEN needs:

- *Concern that it may impact on their child's place at school*
- *Ignorance or lack of understanding*
- *Lack of reliable testing available*
- *Not previously identified by other school*
- *Perceived stigma associated/Cultural sensitivities of definitions of SEN*

Note: Where parental and school views are not congruent, it is essential that advice and guidance should be sought by the relevant Head/Deputy Head of Phase.

This policy will contribute to achieving these objectives by ensuring that provision for students with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of Provision

Provision for students with special educational needs is a matter for the school as a whole.

The Principal

The Principal has responsibility for ensuring that the school is able to meet the needs of the student. If the school is unable to meet the child's educational needs within our setting, then the child should not be admitted; if a student is already admitted in school and it becomes apparent that the student's needs are beyond what our school can offer to provide, the child's placement at school will be reconsidered; any such situation must be discussed with the relevant Head of Phase and Principal.

The Principal and Vice-Principal will work closely with Heads of Phase and the school's SEN Co-ordinator (SENCO) and team to ensure that the provision of students with SEN is met. It is the responsibility of the SENCO to ensure that the Principal, Vice-Principal and all Heads of Phase are kept up to date with SEN initiatives and termly updates and to manage the day to day logistics of supporting each student's SEN provision.

The School Staff

All teachers will aim to do their best to adapt the curriculum to meet the needs of ALL students. The first step in supporting all students, including those with SEN, is high quality and differentiated teaching for individuals. As per the Code of Practice (2014), "teachers are discouraged from identifying children and young people with learning difficulties too quickly and are instead encouraged to view all students as having learning needs that warrant Quality First Teaching" (Addy, 2014). Teachers must be more reflective in selecting targeted interventions for students in their class (Addy, 2014).

All staff should be aware of the SEN policy and procedures for ultimately identifying, assessing and making provision for students with SEN. As a school, we should also look at identifying students' strengths and abilities and not just areas of need. School staff are expected to also seek advice and support in areas they are unsure of as well as keeping up-to-date with new initiatives within the SEN policy communicated via the SEN Department. It is essential that school teaching staff communicate with the SEN department if they have a concern about a student and should utilise the Wave Model as outlined below. School staff must be prepared to contribute to the creation of a student's Individual Education Plan (IEP) or any other individualised learning plans and for fulfilling the expectations that are identified in this policy. School must treat SEN provision with sensitivity and confidentiality.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator's responsibilities include:

- Day to day responsibility for the operation of SEN policy and coordination of specific provisions made to support individuals with SEN, including those that have an Individual Education Plan (IEP)/Educational Health Care (EHC) plan.

- Creating a SEN register that is available to all identified key members of staff within phases.
- To ensure that all confidential documentation associated with a student's SEN records are updated regularly and kept securely for only the SEN Department and SLT to access.
(NOTE: Staff children who are on the SEN register and is a SLT member as a parent, who otherwise can have access to these files, will not have access to their child's folder on the server. If they wish to seek information, they should go directly to the SENCO in this instance).
- Collaborating appropriate support services within the SEN Department (Speech and Language Therapist, SEN Leads in Early Years and Secondary, SEN Teaching Assistants) to ensure that there is a consistent team approach.
- To be involved with the recruitment process of teaching assistants (TA) within the department and will provide guidance and training for them to be able to work with students as defined under this policy to support overall SEN provision at our setting.
- To also assist in recruiting any 1:1 dedicated/full-time TA for a student that requires long-term additional support. SENCO will include all TAs within any relevant school based TA training sessions and will offer guidance and support on a regular basis to the teacher and TA that works with the student; the SENCO and teacher in this instance will be responsible for carrying out performance management reviews for any 1:1 dedicated/full-time TA.
- Liaising with relevant teachers who have a student with SEN in their class and advising and supporting colleagues.
- Liaising with parents of students with SEN by ensuring that they are closely involved throughout and their insights form action.
- Liaising with professionals beyond the setting (e.g. educational psychologists, speech and language and occupational therapists, other specialists and health care service providers, etc.). With parental consent, it will be aimed that any information from external professionals/agencies will be shared between families and school. It is the SENCO's responsibility, with the support of the SEN Leads in EYs and Secondary, to ensure that any external agency specialists who work on-site with BSG students/families should provide a background check/passport copy and also have read through and signed on our school's Child Protection & Safeguarding Policy (all documents will be handed to HR).
- To ensure that the Special Education Needs Charter (SEN Charter) is adhered to (on a case to case basis and as needed) and to encourage active participation from all key members of staff working with students towards implementation of high quality provision.

- Keep the Principal and all members of SLT up-to-date with new initiatives and best practice.

The SENCO meets regularly with SENCOs in other schools and participates in CPD opportunities, which enable them to keep up-to-date with current initiatives locally and nationally and to seek out and share best practice.

Responsibility of parents

- To honestly disclose any information prior to admission to allow the school to accurately assess the extent of a student's special educational needs.
- To undertake any testing/assessment for their child that is recommended by the school in a timely fashion and to pass all of this information to the school's SENCO to allow us to make the most effective plan to support the child's needs. Parents should inform all external specialists to send any external assessment reports directly to the SENCO.
- We expect that parents will be available to meet on a regular basis (suggested 3 times in one academic year) to discuss the ongoing provision that the school is offering and to review the progress of their child.
- To help support creation and the implementation of the school's Record of Concern (ROC) and Individual Education Plan (IEP).
- To adhere to the guidelines outlined within the SEN charter.
- Where a 1:1 full time/dedicated teaching assistant is recommended from school, this will comprise of an external arrangement between the 'family' and 'TA'. BSG will be involved in hiring and the TA will be contracted within the HR team and based on our school's stipulation. A SEN TA 1:1 full-time job description is in place and will be advertised (parental cost will apply as needed) through the school to assist in finding a suitable candidate that can support the student within our school setting.

GUIDELINES

Admissions and inclusions

Students with special educational needs are admitted to the school on the basis that their needs are mild to moderate with them primarily being able to access our school curriculum through good teaching practice and differentiation within a classroom. Any additional support needed for the child will have to be funded for by the parents. In this instance, the Heads of Phase and Principal will have to agree that the child can attend the school. Upon admissions and knowledge that a student has been identified with having additional needs, the SEN charter will be provided to parents to further support in ensuring that provision is met and monitored appropriately and regularly.

Specialist provisions

The school has a small SEN Department comprising of three phase specific members of staff (Whole School SENCO based in Primary, Early Years/Year 1 and Secondary Lead) with 2 teaching assistants, who are there to support students with primarily mild to moderate special educational needs and work alongside classroom teachers to enhance the overall provision. The SEN Department offers 1:1 Learning Support and 1:1 Speech and Language Therapy sessions for students that would benefit from such services. The maximum number of speech therapy sessions for one student is limited to 3 sessions and the maximum number of 1:1 SEN sessions is also limited to 3 sessions per week. If a student requires support that proves to go beyond what the SEN department can offer and where an immediate impact is evident within the realms of health and safety/well-being and/or a student not being able to access the curriculum, if appropriate and approved by the Head of Phase and Principal, the family will be advised to seek external support (e.g. 1:1 dedicated/full-time TA and/or external specialised services). Our current speech and language therapist has qualifications to provide speech and language screenings and in-depth assessments. The funding for these and all other BSG SEN sessions are paid for by the families. The SEN department will work closely with Pastoral Leaders, Heads of Year and Student Welfare Leaders to ensure that first and foremost high quality teaching practices are being implemented.

Allocation of resources

The SEN budget is financed predominantly through direct parental contributions. These are calculated depending on the support and resources utilised by the school in meeting students' needs.

The school funds go towards:

- Training for SEN teachers and learning support assistants so they can meet students' needs more effectively through various CPD insets.

- Providing inset opportunities in-house or from external providers to the wider school community and to classroom teachers (e.g. Dyslexia training, Behaviour Management Workshop, etc.)
- Specialised books and equipment (including ICT packages).
- Highly specific resources/programmes that are catered to the needs of students on the SEN register and address different areas of learning that are phase and student specific.

Identification and assessment of students with special educational needs

All students are entitled to a balanced and broadly-based curriculum including the Early Years Foundation Stage and English National Curriculum. This policy ensures that teaching arrangements and strategies are inclusive. The majority of students will have their needs met through daily classroom arrangements and appropriate differentiation.

Class and subject teachers, supported by the SLT, should have regular assessments of progress for all students. These should seek to identify students making less than expected progress for all students and should seek to identify making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly lower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Early Years-where a child appears to be behind expected levels, or where a child's progress gives cause for concern, teachers should consider all information about the child's learning and development from within and beyond the setting, from formal checks, to teacher observations and from any more detailed assessment of child's needs.

Note: Identifying and assessing SEN for children or young people whose first language is not English requires particular care and we should look out for all aspects and performance in different areas of learning and development or subjects to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. The SEN team will further liaise with the EAL department in these instances of a student being identified as SEN but who are also on the EAL programme.

SEN Support

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future of progress and improved outcomes. If a child has been identified as having SEN, parents must be in partnership with school to support their child's needs.

Across all phases, we are aiming to adopt a more graduated approach with four stages of action: Assess, Plan, Do and Review.

The graduated approach

1. **Assess:** the class/subject teacher and SENCO or relevant SEN Lead should clearly analyse a student's needs before identifying him/her as needing SEN support
2. **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted, where appropriate. The support will usually be set out in a school-based SEN support plan (e.g. Intervention Group, Record of Concern)
3. **Do:** the class/subject teacher remains responsible for working with the student on a daily basis. Students may also receive additional interventions outside the main curriculum, but the focus should be on integrating all students and continuing to use high-quality and differentiated teaching.
4. **Review:** the class/subject teacher and SENCO or relevant SEN Lead should review the effectiveness of the support regularly and agree any changes as needed.

Wave system will be implemented to determine the type of support best suited to each student:

School SENCO will support teachers in delivering SEN provision. He/she is not responsible for teaching students with SEN, or for deciding on specific teaching strategies for students with SEN, though he/she will offer advice and support in the following areas:

Wave 1-For all students: High-quality, differentiated teaching

Wave 2-For students making slower progress: Quality teaching plus extra short-term support

Wave 3-For students still making less progress than their classmates: SEN Support, which comprises of some individualised support at this stage

Wave 4-For students with more complex needs and/or who are identified with additional needs, at this stage SEN support is considered to be additional-long term support: Looking at and supporting students on an IEP or an EHC plan, who may also have an external evaluation

Wave 1 and Wave 2-High quality provision plus extra short-term support to meet the needs of students

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less (Wave 1). Differentiation means teaching a student in ways and at levels, which match their ways of learning. Students make progress at different rates. Not all students learn in the same way and thus they need to be taught in different ways. All students will receive help through differentiation but if the student does not make adequate progress, the school is committed to providing more to support, e.g. setting up intervention groups (Wave 2). All staff are responsible for helping to identify students with special educational needs. The SENCO and SEN Leads will work with staff to ensure that those individuals who may need additional to or differentiated support are identified at the earliest stage possible. The progress made by all students is regularly monitored and reviewed through a provision map that will be implemented if a student is on any kind of intervention that is SEN based. Students are only identified as having special educational needs if additional or different action is being taken. Within Wave 2 and 3, SEN can work with the class teacher and phase specific leaders towards providing some SEN based screening tools to better inform the kind of intervention and strategies to be put in place to further support overall provision for the student.

Wave 3-Some Individualised support (Record of Concern)

If after high quality teaching and differentiation and some form of intervention within the classroom teaching has been implemented, a student is still making little progress, they will then be noted on a 'Record of Concern' (ROC) with the approval of the Head of Year/Student Welfare Leader and SENCO. A ROC will be put in place to provide some individual support and to highlight what is either extra to and/or different from the support that the school usually gives students through differentiation. Information on the student needs is to be recorded, explaining clearly the reasons why a student is on a 'Record of Concern'. The SENCO or SEN Lead will assist Class teacher/Head of Year as needed to gather information from the student, parents, class teacher, subject teachers and relevant key members that work with the student to shape the provision on the ROC. Progress will be monitored at regular intervals (termly basis). The delivery of the school-based interventions recorded on the ROC continues to be the responsibility of the class teacher with the support from the SEN Department. If there is significant and consistent progress within the ROC for at least two school terms, the student can then be removed from this wave and will continue to be supported through high quality teaching and differentiation in the classroom. If after two school terms, the student has made little or no progress, the SENCO in collaboration with the relevant SEN Lead and phase specific team will then look into provision within Wave 4.

Wave 4-Additional Long Term Support (Individual Education Plan or Education Healthcare Plan)

If the student does not make adequate progress and shows little or no evidence of improvement within a Record of Concern for at least two terms or within their two IEP review meetings, the school may seek and/or recommend further advice and support from other specialists from external agencies, e.g. educational psychologist, speech therapist, physiotherapist, occupational therapist, etc. *(these expenses are incurred by the parents)*. ***It is important to note that SENCO/relevant SEN Lead, Year Leader/Student Welfare Leaders, Pastoral and Head of Phase should be involved within the process of requesting parents to seek an external assessment for their child.*** Students (dependent on age) and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

If a student is identified to have additional long term individualised support and/or are identified as having complex needs, an Individual Education Plan (IEP) will be put in place. The IEP will only record that which is additional to, or different from, the curriculum and will focus on three to five individual targets that match their specific needs. Students will participate fully in the target setting and review process according to their age and ability; likewise, parents will also be invited to participate in the target setting and review process. At this stage and where relevant, advice from outside professionals will be incorporated onto the IEP and these professionals will be invited to contribute to the monitoring and review of progress. IEPs will be reviewed at least two times in one academic year with full team meetings (SEN member, teacher, parents, external specialists and students when possible) and the outcomes will be recorded. Parent and school IEP team meetings are recommended to take place at least three times in an academic year; progress check meetings will also be offered to ensure progress is being sustained and these are scheduled to take place during Parent Teacher Consultation Days. Part of review will entail the IEP as having updated and fresh targets and strategies that continue to match a student's personalised needs; these should be implemented as much as possible into the normal classroom setting.

The delivery of the school-based interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher with the support from the SEN Department.

Note 1: From Student Causing Concern from Wave 1 to Wave 4, the SEN department, with the support of the phase specific team, will try to follow protocol on these stages within each wave and monitor progress within each stage; however, there is an exception to this rule when a student's needs are apparent that they need immediate intervention that is beyond what the school can provide and this then can lead the team requesting parents to seek external services for their child within Wave 4 early on. At this point, the SENCO and relevant SEN Lead will be in discussion with the relevant teacher/Year Lead/Student Welfare Leader, Head of Phase/Pastoral to

proceed with recommendations of the kind of intervention to be put in place for that student, along with recommending an external assessment.

Note 2: There is a register for students that are on a Record of Concern and on an Individual Education Plan, which the SENCO and/or SEN Lead will review and liaise with teachers at the end of every term to ensure students' targets are being monitored and assessed. Students on an IEP or a ROC are noted on our school's internal management system (iSAMS) through a blue and yellow star respectively. No confidential information, including their learning plan, is uploaded on the system.

Note 3: SEN will create links with the school counsellor to ensure that measures are put in place to support those students needing counselling. For Primary students, referrals to the school counselling service will be made through the SEN Department. Procedures of stages of concerns for SEN will be followed before referrals are made. After receiving a referral, the school counsellor carries out two to three observations to assess if the needs of an observed student could be potentially met within the school counselling service. If the school counsellor and the SENCO are in agreement that a short-term counselling intervention would be beneficial to a child, a proposal of six counselling sessions can be offered. For primary students, parental consent is a prerequisite for school counselling to begin.

Removing a Student from the SEN Register

Once a child has reached and maintained the level of attainment appropriate for their age and are showing consistent progress within their individual targets (ROC or IEP), they will be removed from the SEN register. If outside agencies have supported the student their advice will also be taken into consideration at this stage; where feasible and appropriate, SENCO will liaise with these agencies. Parents/carers will be informed that their child is no longer on the SEN register. The student will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and within Wave 1 and Wave 2 support as necessary.

Arrangements for training and development of all teaching staff

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Special educational needs is included within all school training. In addition, staff are encouraged to attend training and insets organised by other schools.

Arrangements for partnership with parents

The school will always inform parents when their child is receiving support within the SEN Department (in particular for Wave 3 and Wave 4).

Partnership with parents holds a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The class teacher/Head of Year/Student Welfare Leader will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher or Head of Year. Parents are invited to attend all reviews.

Student participation

Children and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. Dependent on age and ability, students will be encouraged to participate in some of the decision-making processes including the setting of learning targets and contributing to their Record of Concern and Individual Education Plans.

Transferring students

When a student transfers to another institution, the following procedures will be put in place to assist the student's smooth transition.

- A meeting will be called to discuss the most effective ways to assist the student, including encouraging parents to share any external reports with forwarding schools to ensure support is appropriately carried forth.
- The school will suggest that the IEP is made available to admissions office of the receiving institution. However, parents will need to have consented to this before any information is passed on. A SEN Exit Form will be presented to parents and will need to be signed as part of consent.
- When no such meeting has taken place, the school will inform the institution that it requires the permission of the parents before passing on any confidential information, i.e. IEPs/external assessments.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for students with special educational needs.

The school may seek advice from specialist advisory teaching services for students with any concerns relating to the following areas:

1. *Communication and interaction*

2. *Cognition and learning*
3. *Social, mental and emotional health*
4. *Sensory and/or physical*

Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually and SLT will also have input on the implementation of the policy.

Appendix 1

Code of Practice Definition of Special Educational Needs

For the purposes of this policy the term, Special Educational Needs, is defined by the Code of Practice (SEND Code of Practice, 2015 by the Department for Education and Department of Health).

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally is available to students of the same age.

The SEND Code of Practice (2015) describes four broad categories of need, which can be used to help identify a student's primary area of need.

1. Communication and Interaction (This could include individuals on the autism spectrum)
2. Cognition and Learning (This could include individuals with dyslexia)
3. Social, emotional and mental health difficulties (This could include individuals with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.)
4. Sensory and/or physical needs (This could include individuals with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

However, it is important to take into account that a child can have needs which do not fit just one area. While we have regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the student's need.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for students who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a student's ability to learn but do not necessarily constitute for SEN. These include disability*, attendance at school, health, and/or English as an additional language.

**Many children who have SEN may 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'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition (SEND CoP, 2015, p.16).*

Special educational needs (SEN) provision means:

- (i) 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.
- (ii) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significant 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.

Note: for children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or by relevant early years providers.

Appendix 2

Annual Budget Allocation

The annual allocation of budget for special educational needs is currently based on all the funds that are allocated from the 1:1 SEN and Speech Therapy (ST) sessions and Speech and Language assessments/screenings. The number of sessions that students receive for any SEN and/or ST services is reviewed on a termly basis and is dependent on their areas of need and the SEN department being able to appropriately meet these within the policy outlined.

References:

Addy, M.A. (2014). *How to understand and apply reforms in SEN policy*. Cheshire: LDA Findel Education.

Department for Education. (2015) *Special educational needs and disability code of practice: 0-25 years*. Crown. [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

*Note: All policies created should be logged in the 'Policy Directory' located in the policy folder on the school server (<smb://adserver/Academic/School Policies>).