

DRAFT

Special Educational Needs and Disabilities (SEND) Policy

Review Date: November 2019

Review by: Curriculum, Standards and Progress Committee

Final Approval: Full Governors

Context

The Core Values which specifically relate to this policy state that we are working together to form relationships based on:

- ✓ **Compassion** – everyone should look to support others, where appropriate
- ✓ **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others
- ✓ **Responsibility** – everyone is expected to understand the consequences of their actions
- ✓ **Truth** – everyone is required to be positive and to communicate in a positive manner

Such values contribute to our common purpose of 'striving for high quality education with a strong Christian ethos' and, as such, underpin SEND procedures within the Academy

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

Introduction

At Bishop Stopford School we believe that every student should be given the opportunity to reach his/her unique potential. We aim to provide the best care, support and guidance to ensure that students feel safe and can develop as successful learners and caring citizens.

The academy is committed to the inclusion of all students in a broad and balanced curriculum. No student will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

The needs of a significant minority of students require consideration beyond that given to others. We aim to identify these needs or respond to those which students may already have and provide equal opportunities in the teaching and learning environment which allows these students to reach their potential.

This policy complies with the following guidance and legislation:

- ✓ Ofsted SEN Review 2010 "A Statement is not enough"
- ✓ Equality Act 2010 Advice for schools updated May 2014
- ✓ Children and Families Act 2014
- ✓ SEND Code of Practice 0-25 (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014 and updated January 2015
- ✓ Ofsted Section 5 Inspection Framework September 2019

This policy should be read in conjunction with the academy's SEND Information Report 2019-20

Definitions

Version 1: October 2019

Disability: Described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all children and young people with a disability have SEN but often there is an overlap.

EHCP: Education, Health and Care Plan (EHCP), formally a Statement of Educational Need. A child or young person with an EHCP requires a particularly high level of additional and specific support beyond that of a mainstream student

Higher Needs Funding: "Top Up" funding which schools can apply for to support students with a high level of SEND needs. If agreed, the cost is provided from funding held by the local authority in their high needs block and the school must use this funding for the identified, individual student.

Provision Map: the document which details SEND provision across the academy, and the progress data from any interventions which have taken place

Special Education Need and Disabilities (SEND): The 2014 SEND Code of Practice defines a child or young person as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Additional Needs: A child or young person defined as SEN Additional Needs must have an identified barrier to their learning which is resulting in them falling significantly behind their peers (in academic terms) or making limited academic progress in relation to their prior attainment.

Policy

The academy will

- ✓ Raise the aspirations of, and the expectations for, all students with SEND, enabling them to reach their unique potential
- ✓ Ensure that no action taken in the academy is discriminatory towards students with SEND
- ✓ Liaise with primary schools to ensure transition of students with SEND to Bishop Stopford School is smooth and that their needs are met adequately
- ✓ Ensure that students joining Bishop Stopford School Sixth Form are given the opportunity to communicate regarding SEND, and that all areas are fully considered in planning to meet their needs.
- ✓ Offer quality first teaching to all students. (Additional intervention and support cannot compensate for a lack of good quality teaching.)
- ✓ Identify students with SEND using appropriate diagnostic tools to identify the bespoke action needed, rather than to fit a student into a pre-defined category.
- ✓ Ensure that other factors (eg EAL, medical need) do not automatically lead to a student being labelled as SEND.
- ✓ Deploy the SEND budget effectively, and apply for High Needs Funding where necessary
- ✓ Maintain accurate records and report on the progress of students with SEND in line with the whole school Assessment, Recording and Reporting Policy
- ✓ Maintain appropriate relationships with other stakeholders to ensure EHC Plans' aims are met
- ✓ Maintain accurate information on the website including the SEND Information Report
- ✓ Provide appropriate training for teaching staff and teaching assistants
- ✓ Contribute to the development of the curriculum for those students whose programmes of study need modification
- ✓ Ensure that all legal requirements are met

Responsibilities:

Governors

- To ratify the SEND policy
- To appoint a SEND link governor to have oversight of SEND provision
- To review performance and attendance data for SEND students Years 7 -13

The Headteacher and Senior Leadership Team

- To make strategic decisions which will maximise students' opportunities to learn
- To delegate the day to day implementation of this policy to the SENDCo
- To ensure the curriculum is designed to meet the needs of SEND students
- To ensure that targets set for SEND students are robust
- To monitor the progress of all SEND students and to review the impact of relevant interventions

Special Educational Needs and Disability Coordinator (SENDCo)

- To manage the Inclusion Team
- To ensure effective deployment of resources to maximise outcomes for all groups of learners
- To ensure the SLT is kept up to date with all relevant national guidelines and legislation relating to SEND
- To liaise with, and provide professional development on relevant issues to subject leaders, teachers and identified associate staff
- To oversee the records of all students with Special Educational Needs
- To implement a programme of Annual Review Meetings for all students with a statement of Special Educational Need or Transfer Review Meetings for statement conversions to Education Health and Care Plans
- To maintain and analyse the provision map, including evaluating the impact and effectiveness of all additional interventions for students
- To carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected based on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a Special Educational Need which will require significant additional support
- To oversee the smooth running of transition arrangements and transfer of information for Year 6, Year 11 and Year 13 students
- To liaise and consult with parents and families of SEND students, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- To attend SEND training as appropriate
- To liaise with the SEND Governor, keeping him/her informed of current issues regarding provision for those identified, including students' with additional needs
- To liaise closely with a range of outside agencies to support students who could potentially become SEND
- To ensure the academy is compliant with national requirements regarding public SEND information (eg Production of annual SEND report, maintaining up to date designated information on the website)

Heads of Faculty

- To monitor the progress of SEND students as a critical sub-group, and develop bespoke interventions, where appropriate
- To ensure effective deployment of TAs in their area, where appropriate

Teachers

- To liaise with the SENDCo, and in the sixth form, the nominated member of staff for SEND

- To use class profiles and the provision map to identify which students who may have additional needs
- To identify which SEND students are underachieving and seek support, where appropriate (identifying which students appear to require additional support and how to refer to the SENDCo)
- To secure outstanding provision and outstanding outcomes for all groups of learners by providing differentiated teaching and learning opportunities

Roles and responsibilities for Inclusion and SEND

Mrs Jacinta Bates: SEND Coordinator (SENDCo)
Deputy Designated Teacher Safeguarding

Mrs Sue Harford: SEND Administration Coordinator and initial contact for Inclusion Team

Mr Damien Keane: Deputy Head – (line managing SENDCo)

Mr Dennis Murray: SEND Link Governor

Complaints

Any complaints relating to the support provision should be directed to the SENDCo. Complaints can be made by telephone, in writing or in person.

Appendix One

Identifying students as SEN Additional Needs

A student's current academic progress will be the key determinant in terms of whether they are identified as SEN Additional Needs. They will only be identified as SEN Additional Needs if they are not making adequate progress, once they have had all the interventions and adjustments one would expect of quality, personalised teaching. The SENDCo will consider and use information gathered from within the academy to inform decisions made about SEN identification and provision (including SATs and CATs data, formative assessments etc)

While the academy is fully aware that specific conditions (e.g ADD, ADHD, Dyslexia and Dyspraxia etc) as well as diagnosed mental health issues may result in a student falling behind their peers, or making limited academic progress in relation to their prior attainment, we will not always necessarily define students with these conditions as being currently SEN Additional Needs.

Once the academy decides that a student should be identified as SEN Additional Needs, it then applies a cycle of "ASSESS – PLAN – DO – REVIEW" to ensure that provision remains relevant and proportionate. Students will no longer be identified as SEN Additional Needs once interventions have finished and accurate data suggests that, academically, they are no longer significantly behind their peers or where their prior data suggests they currently should be.