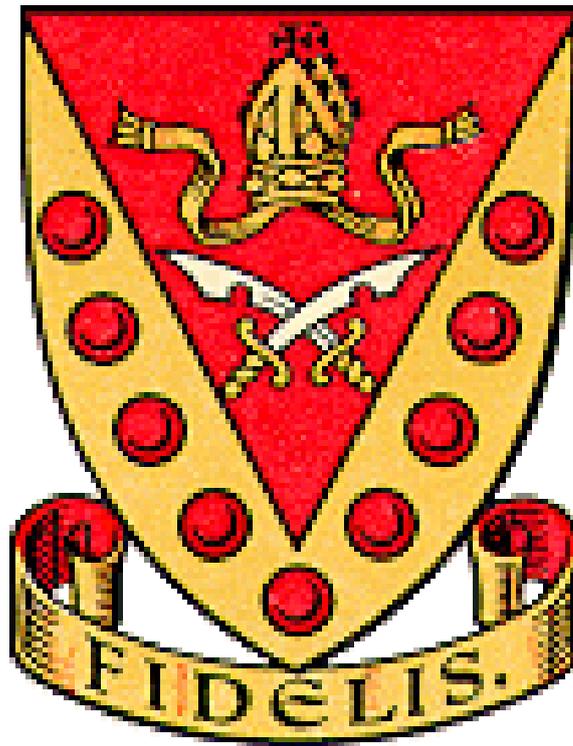


# Bishopshalt School

## Special Education Needs & Disability (SEND) Policy



<b>Responsibility</b>	Mrs King	<b>Date reviewed</b>	October 2018
<b>Headteacher</b>	Mr McGillicuddy	<b>Next review date</b>	October 2019
<b>Ratified by</b>	Governing Body	<b>Date Ratified</b>	October 2017

## **AIMS AND OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Background information

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Links with other voluntary and community organizations

## PART 1 AIMS AND OBJECTIVES OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### 1.1 ***'Bishopshalt School is above all else a place for learning'***

The school's educational aims are for all pupils in the school, and all pupils should be able to participate actively in an inclusive learning community, including those pupils who have special educational needs and disabilities. These principles are endorsed in the School Equalities Scheme.

Bishopshalt School recognises that pupils have a diverse range of abilities, and that all pupils should have the same opportunities to be included in both the academic and wider social aspects of school life, regardless of their ability, gender, sexuality, disability, race, language, linguistic ability, and social and cultural background.

The Special Educational Needs and Disability (SEND) Policy will set out how we aim to meet the individual learning needs of all of our pupils at Bishopshalt School, so that they are all active participants in an inclusive learning community.

### 1.2 The Governing Body has overall responsibility for special educational needs and disabilities, and fulfils its role in accordance with the Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015). The Governing Body has a LINK Governor with responsibility for special educational needs and disabilities, who meets regularly with the SENCo.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, and will work closely with the SENCo, who has responsibility for managing the Learning Support Faculty. The Headteacher will advise the Governing Body regularly about issues concerning special educational needs, and the Governing Body will review the Special Educational Needs and Disability (SEND) Policy annually.

### 1.3 The aims of the Special Educational Needs and Disability (SEND) Policy are:

1.3-1 To embrace the philosophy that all pupils are entitled to be included, and allowed to participate fully, in all aspects of school life

1.3-2 To recognise that all pupils have individual learning needs, and that to meet these needs is a core part of the teaching role of all teachers

- 1.3-3 To raise awareness of the abilities of all pupils, and to provide appropriate advice and support to ensure that all pupils have equal access to a broad, balanced, relevant and differentiated curriculum, including the National Curriculum, which supports their individual learning needs
- 1.3-4 To celebrate the diversity of pupils within the school community, and to value the contribution that each individual makes to both the academic and wider social aspects of school life
- 1.3-5 To support and make a positive contribution to school improvement initiatives that promote good practice and raise the academic attainment of all pupils
- 1.3-6 To work towards supporting pupils to achieve the five key outcomes for children and young people identified in 'Every Child Matters' – being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being

1.4 In pursuance of these aims, the objectives of the Policy are to:

- 1.4-1 Provide clear principles and procedures that will support inclusive education throughout the school curriculum (in and out of class), and publish these in accordance with statutory regulations and guidance, informing Governors, Staff, Parents and other relevant individuals and organisations
- 1.4-2 Enhance the status of the Learning Support Faculty within the school by formulating policy that is integrally linked to other areas of school policy
- 1.4-3 Implement a whole-school approach to the identification, assessment, and provision for pupils with individual learning needs. *'This SEN support should take the form of a four part cycle....known as the graduated approach'* (SEND Code of Practice 0-25 years, 2015), through the stages of 'Assess, Plan, Do, Review'.
- 1.4-4 Identify pupils with individual learning needs as early as possible, and make appropriate provision to address these through raising awareness of their needs, differentiation and 'personalisation' of the curriculum, providing appropriate teaching support and resources, and drawing on relevant advice, expertise, and support from outside agencies.
- 1.4-5 Support 'personalised learning' approaches advocated through the 'Achievement For All', and the Inclusion Development Programme, with a focus on high expectations for all, building on pupils' existing knowledge, aptitudes and abilities, involving pupils in their own learning through shared objectives and feedback, helping pupils to become confident learners, narrowing the gap, and enabling pupils to develop the skills they will need beyond school.

- 1.4-6 Ensure that pupils are actively engaged and stimulated in a positive learning environment, and that pupils receive praise, encouragement and are rewarded for effort and achievement
  - 1.4-7 Provide a record keeping system which tracks pupils' progress through monitoring, and through SEND support at the 'school-based stage', or through an Education and Health Care Plan (EHCP), or in some cases still a Statement of Special Educational Needs (Statement), which is designed to bring statutory and voluntary agencies together to meet the more complex needs of some pupils, keeping families and pupils at the forefront of decision making (a pupil-centred approach)
  - 1.4-8 Increase the educational attainments of all pupils, including pupils with individual learning needs, and involve pupils, parents, support staff, and subject teachers in setting appropriate targets which have clearly defined outcomes to increase those attainments, regularly monitoring and evaluating progress
  - 1.4-9 Ensure that all teachers have a good understanding of the learning needs of individual pupils, and issues relating to pupils with individual learning needs in general, through providing a Register, Individual Learning Passports, Individual Learning Targets, and appropriate information and training/CPD as necessary
  - 1.4-10 Maintain a resource base, and continue to develop a range of appropriate teaching resources which will help to support the individual learning needs of a wide range of pupils in a positive learning environment
  - 1.4-11 Liaise with, and develop positive links with, parents, outside agencies and other professionals from Health, Education, Social Services, and relevant organisations in the voluntary sector and local community, to ensure that all pupils and their families receive an appropriate level of support targeted to their individual circumstances
- 1.5 Pupils with individual learning needs have the same opportunity for admission to Bishopshalt School as any other pupil. Details of the admissions criteria can be found in the school Admissions Policy. Every effort is made to admit pupils with physical impairments in so far as the school buildings and layout are deemed to be suitable.
- 1.6 The Learning Support Faculty specialises in meeting the individual learning needs of a wide range of pupils, and teachers/teaching assistants receive appropriate training so that pupils' individual learning needs are met across the curriculum. The school has a qualified teacher for pupils with Specific Learning Difficulties, who is also qualified to deliver the Ruth Miskin 'Read, Write, Inc' programme. The school subscribes to 'NESSY', which is an integrated learning programme.
- 1.7 Special facilities which support inclusive education include:-
- The Learning Support Faculty is housed in its own modest but dedicated specialist accommodation. The Faculty has an Office that is used by the SENCo for administration and small meetings. The Faculty has the use of Room 30 and 31 as its

main teaching areas, which have a wide range of resources including audio-visual equipment, a small computer suite, interactive whiteboard, and a bank of SEN visuals and curriculum-related resource materials. Room 31 is used as a Transition Class to support a small cohort of pupils through the transition period. The room adjacent to Room 30 has been converted into a dual purpose resource base and meeting room. This provides an additional area for teachers and visiting professionals to work with individual pupils, and for small meetings to take place. The administrative assistant of the Learning Support Faculty works in this room also.

Additional facilities at Bishopshalt School include:- A lift for wheelchair users to access the main school hall.

## PART 2 POLICIES AND PROCEDURES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH INDIVIDUAL LEARNING NEEDS

- 2.1 The school has adopted the graduated approach of SEND support as advocated by the Code of Practice (2015). *'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'* (SEND Code of Practice 0-25 years, 2015).

The school assesses all pupils on admission in Year 7, and identifies those with individual learning needs using information from Key Stage 2 SATs tests, and internally by undertaking reading and spelling tests.

In addition to this, information is gained from visits to feeder primary schools during the summer term, attendance at annual review meetings taking place during Year 6, and primary school records (which often include assessment information from outside agencies). The school will make contact with outside agencies previously involved with a pupil.

Prospective parents and pupils have the opportunity to discuss their child's individual learning needs initially at the school open evening, at the Year 6 Intake Day in the summer term prior to transfer, and individually with the SENCo prior to admission in September as necessary.

The identification and assessment of pupils with individual learning needs is a continuous process, and as the pupil progresses, referrals will continue to be made by subject teachers, pastoral teachers, and parents, if they feel that the pupil concerned is experiencing difficulties in any area. *The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category'* (SEND Code of Practice 0-25 years, 2015).

- 2.2 *'Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents'* (SEND Code of Practice 0-25 years, 2015). Once a pupil has been identified as needing SEND support, periodic reviews are held to monitor and evaluate the progress made by the pupil. The review will assess the

effectiveness of the strategies adopted, the Individual Learning Targets set, and decide upon future strategies and actions.

For pupils at SEND support, the ongoing reviews are usually informal meetings undertaken by staff in the Learning Support Faculty. Parental and pupil participation in reviews is encouraged, and targets set will take account of any advice received from outside agencies. For pupils who have an EHCP, or a Statement, in addition to informal reviews a formal annual review of the EHCP (Statement) will take place each year.

- 2.3 Resources for pupils with individual learning needs are allocated according to the following guidelines:
- 2.3-1 For pupils with an EHCP (Statement), resources are allocated in line with the recommendations of the EHCP (Statement), and within the constraints of funding provided by the appropriate Local Authority (LA)
  - 2.3-2 For pupils at SEND support, support teachers and teaching assistants help pupils to access the curriculum in the classroom, within the constraints of the resources allocated. If appropriate, provision will be made for some individual/small group teaching outside the normal classroom environment for short periods of time
  - 2.3-3 The Learning Support Faculty will use its annual capitation to develop the resource base, and continue to develop a range of appropriate teaching resources which will help to support the individual learning needs of a wide range of pupils both in and out of the classroom
  - 2.3-4 Subject departments will use some of their annual capitation to provide differentiated resources to meet the needs of pupils in their curriculum area

Resources are allocated according to need, in the most efficient and effective way in accordance with the professional judgement of staff in the Learning Support Faculty. The Code of Practice (2015) aims to support schools to achieve 'best value' from the resources allocated. Allocation of resources (including timetabling of staff) is open to constant review. Sixth formers are sometimes used to assist in the classroom where appropriate.

- 2.4 Pupils will generally be included and supported in the mainstream classroom in order that they have access to a broad, balanced, and relevant curriculum including the National Curriculum, in accordance with the school's curriculum policy. The differentiation of teaching strategies, diversification of teaching methods, and 'personalisation' of the curriculum, is crucial to enable pupils with individual learning needs to access the curriculum. The Individual Learning Passports and the Individual Learning Targets identify and offer strategies as to how the subject teachers can help to address individual learning needs in the classroom.
- 2.5 Support teachers and teaching assistants work with subject teachers to support the differentiation of teaching materials, the diversification of teaching methods,

‘personalisation’ of the curriculum, and providing advice, support, and practical assistance. This could include helping to prepare differentiated materials for specific classes, supporting the development of new schemes of work, and developing ways of assessing pupils’ progress in a specific subject.

- 2.6 Occasionally, support in the classroom is not appropriate, and/or there is a specific need for individual/small group teaching outside the classroom (perhaps because of a requirement on an EHCP). In some instances, it may be necessary to consider modifications to, and/or disapplications from, the National Curriculum for pupils with individual learning needs.

In Year 7, the pupils in the Transition Class follow a Learning Intervention Programme to support their basic literacy skills, rather than start a Modern Foreign Language straight away. In Years 8 & 9, two groups of pupils take part in a Learning Intervention Programme instead of taking a second Modern Foreign Language, or following an additional dance option. This provides additional support with teaching key literacy and numeracy skills.

At Key Stage 4, a range of more practical GCSE courses are available to provide a broader, and more relevant GCSE curriculum. A Learning Intervention Programme also allows a small group of pupils to have study support and take a Single Science course, rather than following the full Double Science option.

If appropriate, special arrangements are sought in public examinations and if agreed by the examination boards, are implemented in line with the JCQ Guidance and Regulations.

- 2.7 Pupils with individual learning needs should have the same opportunities to participate in activities within, and outside, the classroom. They are included in extra-curricular clubs and activities, and also have the opportunity to participate in educational visits, including residentials.

The Learning Support Faculty organises daily lunchtime activities to support vulnerable students, including a lunchtime Reading and homework Workshop on Monday and Wednesday lunchtimes, a Lego Club every Tuesday, and Social Skills group each Thursday. A range of other Skills Workshops are offered during registration times to address specific learning needs.

- 2.8 The criteria for evaluating the success of the school’s Special Educational Needs and Disability (SEND) Policy are:

- 2.8-1 'Best value' – in relation to the effective and efficient use of resources supplied for pupils with individual learning needs, as measured by:-
- (i) improved progress in pupil attainment (evident in standardised test results, teacher assessments, school tests, examinations, GCSE results, progress in relation to specific individual learning targets and previously defined outcomes, or at informal or annual review meetings)
  - (ii) improved pupil self-esteem/self-confidence
  - (iii) improved pupil attendance/behaviour
- 2.8-2 Effective procedures for identification of pupils with individual learning needs
- 2.8-3 An up to date Register of pupils with individual learning needs and Individual Learning Passports and Target Sheets as a vehicle to monitor and review progress
- 2.8-4 Effective procedures for evaluating the impact of the interventions.
- 2.8-5 Effective support in the classroom and 'skills workshops'.
- 2.8-6 Parental support in home-school programmes
- 2.8-7 Regular communication and meetings with parents
- 2.8-8 Involvement of pupils in setting their own targets and reviewing progress towards defined outcomes
- 2.8-9 Involvement and advice from outside agencies if appropriate
- 2.8-10 Appropriate spending on resources for pupils with individual learning needs
- 2.8-11 Staff awareness of pupils with individual learning needs
- 2.8-12 Differentiation/'personalisation' of the curriculum and application of appropriate teaching methods
- 2.8-13 Liaison with departments and appropriate training/CPD
- 2.9 If a parent/guardian would like to discuss issues relating to their child's individual learning needs, this can be done as part of a review meeting, or by arranging an appointment with the SENCo.

The LA has an Information Advice, Guidance and Support Service (SENDIASS), to support and advise parents/guardians, and they may attend meetings with them.

If a formal complaint is made to the school, the school has a Complaints Policy that will be followed to ensure that the issue is investigated fully and fairly. Following investigation, an informal discussion would be held with the SENCo, and in most

instances, it would be anticipated that the issues would be resolved satisfactorily at this stage.

If this is not the case, a formal complaint could be made to the Headteacher, and following this to the Governing Body Administration Committee. Full details of these procedures can be found in the school Complaints Policy.

Complaints that are outside the remit of the school may be addressed to the LA or agency concerned. Parents/guardians also have the right to appeal to the independent SEND Tribunal in relation to issues concerning meeting the needs of pupils with individual learning needs.

### PART 3 THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH ORGANISATIONS BEYOND THE SCHOOL

- 3.1** The school has a Training and Staff Development Policy, which sets out how it aims to provide a programme of Continuous Professional Development for all its staff. In line with this Policy, whole-school CPD in relation to special educational needs will be identified by the SENCo, and will be scheduled according to the priorities of school evaluation and improvement planning.

Teachers and teaching assistants take part in whole-school training days. If whole-school CPD is not relevant to the teaching assistants, the SENCo will identify, and organise, an appropriate training programme for the Learning Support Faculty. Teachers and teaching assistants are also encouraged to take part in individual training and development opportunities during the year.

- 3.2** It is recognised that it is a core part of the teaching role of all teachers to meet the individual learning needs of all pupils. *'Special Educational provision is underpinned by high quality teaching and is compromised by anything less'* (SEND Code of Practice 0-25 years, 2015). Information is communicated to subject teachers through the SEND Register, Individual Learning Passports, Individual Learning Targets, internal circulation of specific information or reports, and the weekly Staff Briefing.

All teachers have a role to play in liaising with the Learning Support Faculty and promoting good practice throughout the school regarding all matters relating to equal opportunity, entitlement, inclusion and special educational needs.

- 3.3** There is an entitlement within the service level agreement for the school to access advice, teaching support, resources and other relevant support services from the LA

where necessary, in particular for pupils at the school-based stage of SEND support and above.

It is considered that to draw on relevant advice and expertise is an essential part of planning and provision for pupils with individual learning needs. In addition to links with education services, the school has links with Health and Social Services.

- 3.4 The Code of Practice (2015) recognises that parents, and the child themselves, play an important part in a pupil's education. Parents/guardians are asked to sign a Home/School Agreement, and the school encourages parental support in home/school programmes, communicating through the Contact Book, contributions to Individual Learning Targets, attending review meetings, attending parent consultation evenings, and by telephone or letter with the SENCo at any time. Parents of pupils with individual learning needs are kept informed of progress made periodically.

The school recognises that parent/guardians of pupils with individual learning needs may require help to access support for their children. Parents/guardians may wish to bring a friend/colleague to provide them with informal support/advice at school meetings. If a parent requires impartial advice, or support, SENDIASS (impartial Information, Advice and Support Service) is available for this purpose. They can be contacted by asking for a SENDIASS adviser at the Civic Centre in Uxbridge. All parents receive details of SENDIASS in a leaflet distributed by the SENCo in the first informal review meeting held as a pupil with SEND commences at Bishopshalt School.

- 3.5 It is important that there is a continuity of provision for pupils with individual learning needs. Links with primary feeder schools support the transition from primary to secondary education. At age 14, pupils with EHCPs (Statements) have a 'transition' review, which starts to look towards post-16 provision. All pupils, including pupils with individual learning needs, receive full careers guidance through the citizenship curriculum 'Preparation for Working Life' and from outside agencies, in line with the Career Education and Guidance Policy. They also take part in a Work Experience placement in Year 10. Pupils will continue to receive advice to help them to make appropriate choices for their post-16 education or employment through the ongoing cycle of informal and annual review meetings.
- 3.6 A link has been formed between Bishopshalt School and a number other primary, secondary and special schools, in particular through its status as an Arts College. The Learning Support Faculty has developed strong links with two local special schools, Meadow High School and Hillingdon Manor School. The school has wide-ranging links with business and voluntary organisations in the local community.