

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"For I am the LORD your God who takes hold of your right hand and
says to you, Do not fear; I will help you." **Isaiah 41:13**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2024

Next Review Date: Summer Term 2025

Reviewed By: Mrs M Rogerson

APPROVED BY THE HEADTEACHER – Summer Term 2024

We at Balshaw's CE High School are committed to meeting the special educational needs of students and ensuring that they make progress. In line with our mission statement we endeavour:

- To aim at excellence in demonstrating the Christian faith engendering pride and unity throughout all our work connected with the school
- To allow each student to achieve excellence for themselves by offering a broad, balanced, relevant and differentiated curriculum
- To ensure that students, parents and all staff are involved in the fulfilment of our vision of excellence
- To put people first and aim at excellence in all our relationships
- To aim at excellence in communication and maintain an open management style

Every teacher is a teacher of every child or young person including those with SEND

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her as it is impacting their academic progress.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Factors which are **NOT SEND** but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These **may** include:

- Health and Welfare.
- English as an Additional Language (EAL)
- Being disadvantaged (FSM)
- Being a Looked After Child (CLA)
- Being a child of a Serviceman/ woman or traveller.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND.

Any concerns over a student's behaviour will be investigated. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school's **SEN Information Report** provides greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The **Local Offer** is available from the school's website

OBJECTIVES:

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.

It is acknowledged that all staff have responsibility for students who are experiencing SEND (SEND Code of Practice 0 – 25 years (2015))

We use the whole school assessment system to monitor attainment, attitude, effort and behaviour of students on the SEND register.

Ensure good working relationships with parents, carers and the community.

To invite year 7 parents/carers with children who have special needs for an informal meeting to meet Special Needs staff and TAs, to discuss any concerns re. transition.

To offer as usual, individual meetings with parents/carers at the end of the first half term of the school year to discuss their child's provision.

Students who have an EHCP and/or additional needs have extra visits to Balshaw's during the summer term to ensure a smooth transition to High School.

Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to students with special educational needs and promotes high standards of attainment and achievement.

As part of the whole school monitoring and evaluation, we consider the effectiveness of the curriculum offered to students with SEND and make adjustments as necessary.

Ensure that the learning needs of students with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

Collect information from primary schools including Key Stage 2 SATs results.

Conduct CAT tests and baseline tests on entry to the school.

Collect information from previous school(s) for all 'in year' transfers.

Monitor and track all internal assessment data.

Ensure the school liaises with all outside agencies effectively.

Through meeting parents of students and prospective students at Open Evenings, Parents' Evenings and, where necessary, Multi Agency meetings.

The SEN Department works in close contact with the English and Mathematics departments to confirm students who have literacy and numeracy problems.

Through formal and informal discussion with subject teachers, SEN Representatives and form tutors.

Heads of House and Deputy Head for Pastoral will liaise with the SENDCo if there are any students who need to be included on the SEN Register.

Students themselves may request help.

Diagnostic testing.

Medical tests e.g. for sight and hearing problems.

Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of Special Educational Needs students.

To maintain weekly morning meeting with all TAs to plan and review needs of students they are working with – use of in-class monitoring sheets to guide decision making.

To develop TAs contribution to setting targets for individual ILPs – sometimes in liaison with outside agencies e.g. SEND Support. For teachers and TAs to contribute to Pupil Passports and identify strategies that are effective for individual students.

Regular CPD for all staff

Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and students.

SENDCo's attendance to the South Ribble and Chorley SENDCos' meetings and the Lancashire SENDCo Forum

Continue to work with SEND Support and SEND Traded to support students with ASD, HI, VI or PD.

Developing links with key feeder Primary schools to work with SEN students and provide specialist intervention

ROLES AND RESPONSIBILITIES

The Governors must have regard for the Code of Practice (2015) when carrying out their duties towards all students with SEND.

The Governing Body has an identified governor who has oversight of SEND provision in the school and ensures that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEND Governor liaises with the Head Teacher and the SENDCo.

The SENDCo and the Head Teacher will work closely with the SEND Governor and staff to ensure the effective day to day operation of the school's SEND policy. The SENDCo and the Head Teacher identify areas for development in SEND and contribute to the school's development plan.

All teaching staff are responsible for the education and progress of all students in their class; including students with SEND.

Teaching Assistants are a valuable part of the support for students with SEND. The SENDCo manages the TA team in liaison with Curriculum Leaders. A Specialist TA operates in Science. In the classroom the TA works under the direction of the subject teacher and deliver Withdrawal group sessions.

The SENDCO is responsible for:

Co-ordinating provision for all students identified with SEND

Day to day operation of the school's SEND policy.

Liaising with and advising staff on SEND matters.

Managing the SEND team of TAs.

Maintaining the school's registers for students with SEND and overseeing the records of all students with SEND.

Liaising with parents/carers of students with SEND.

Liaising with external agencies (e.g. LEA support and EP service, CAMHS, Health, Social Services, YPS voluntary bodies and independent providers)

Liaising with the Head Teacher and school's SEND Governor.

Contributing to the in-service training of staff.

ADMISSIONS

Students with SEND are admitted to Balshaw's CE High School in line with the school's admission policy. The school follows the statutory requirements of the SEN and Disability Act. The governors do not refuse admission to a student, or give them lower priority than other applicants, on the grounds of their SEND. The school welcomes all children equally.

The school uses their induction meetings and primary transfer visits to liaise closely with parents/carers and primary schools to ascertain whether a student has been identified as having SEND.

If the school is alerted to the fact that a student may have a difficulty in learning we endeavour to collect all available information and design a relevant transition plan.

ACCESS FOR DISABLED

The programme of building and renovation takes into account the needs of students, parents/carers and staff with disabilities. The school endeavors to make alterations that will assist with accessibility but recognise that the age and nature of many of the buildings mean that some areas would require substantial alterations in order to make them accessible.

RESOURCES

The governors will ensure that the needs of students are met by employing a SENDCo. The Head and SENDCo will use Delegated funding or the child's EHCP and LEA banding document to identify the areas of student need and make appropriate provision. The governors will ensure that support staff are employed to support staff and students.

Time will be identified for staff to review student progress, discuss student curriculum needs and to transfer information between classes and phases at Key Stage 3 and Key Stage 4.

The governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

The school's Graduated Response Model for SEND

Wave1 – This is universal provision for all students and will involve a range of interventions by the class teacher. Wave 1 will contain some students who **may** have additional SEND needs. Regular analysis of work and assessments will identify students.

Wave2 - Identified students who need additional interventions, beyond the classroom, to ensure they make satisfactory progress will form **Wave 2 intervention**.

Wave3 – This is a small number of **SEND** students requiring more individual support, 1-1 interventions and/or specialist interventions. They may have accessed provision at Wave 2 and not made sufficient progress. Some will have an EHCP.

The three waves of intervention is mapped out on a whole school provision map and individual student provision maps and reviewed termly.

For those with an EHCP the Local Authority will be involved in decisions.

Inclusion of students with SEND

SEND students will be as fully included in the life of the school as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra curriculum activities will provide further opportunities for inclusion. When necessary additional TA support will be provided for school trips to facilitate SEND students.

Access for Disabled

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External Support Services

The school welcomes the involvement of external support services and agencies. These are provided from within the LEA, Health (CAMHS, Occupational Therapy, Physiotherapy, Speech and Language etc.) and through Independent Consultants who are specialist teachers or practitioners in their field. Students who experience difficulties with school attendance for medical reasons are supported through Shaftesbury (short stay) High School Medical Service.

Criteria for evaluating the success of the school's SEND policy

- The school will evaluate the success of the SEND policy against the Whole School Improvement Plan
- Students will be monitored through the school's tracking system.
- Students with SEN are identified and supported effectively so that they can make the best progress of which they are capable.
- Parents feel that their children are supported and making progress.
- Students feel their difficulties are being sympathetically addressed.
- Teaching staff and Teaching Assistants feel that they are receiving support and advice to enable them to help students with SEN.

Externally, the school is regularly inspected by OFSTED which examines the provisions made for all children.

Bullying

The school has a policy for dealing with issues concerning bullying, (school website). Additional steps are taken to mitigate the risk of bullying of vulnerable students.

Dealing with Complaints

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher and curriculum leader. If the concern continues then the Head of House and SENDCo will review the student's needs and discuss future strategies with the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Governor. The governing body as a whole will be involved after other avenues to resolve the situation have been exhausted.

The school will provide parents of children with SEND information about SENDIASS and how to make representations to the LEA.