



Bishop Rawstorne Church of England Academy

## **SEN POLICY AND INFORMATION REPORT**

*I have come in order that you might have life - life in all its fullness*

*John 10:10*

**FORTITER ET FIDELITER**

*Bravely and Faithfully*

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

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<b>Review date:</b>	<b>November 2020</b>
<b>Next review date:</b>	<b>November 2021</b>
<b>Reviewed by:</b>	<b>Miss Palmer</b>
<b>Approved by the FGB:</b>	<b>December 2020</b>

## THE CHRISTIAN COMMUNITY

Bishop Rawstone is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish

### Overview

**The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) replaces the SEN Code of Practice (2001). It sets out the responsibilities and requirements of schools towards students with Special Educational Needs or Disability (SEND).**

#### Definition of Special Educational Needs:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly 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 or mainstream post-16 institutions

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

**Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.**

#### Definition of Disability:

**'...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'**

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

The SENCO in the school is Miss E. Palmer and is supported by Miss L Wade, the Assistant SENCO.

### Aims

- To fulfil the requirements of the 'Code of Practice' on the identification and assessment of Special Educational Need.
- To ensure full access to the National Curriculum for all students, except in those circumstances where modification or disapplication is appropriate, and to allow progress within the National Curriculum framework.

- To enable students to access and to make progress within the schools framework for promoting spiritual, moral, social and cultural development.

## **Objectives**

The aims will be fulfilled by:

- The establishment of a positive learning environment and learning experiences in which all students can thrive
- A positive environment which recognises achievement
- A standard procedure for assessing, monitoring, recording and reviewing progress both formally and informally
- To identify and provide for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice (January 2015)
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils

### **All staff will be enabled and encouraged to**

- share in the responsibility for the successful planning and provision for students with special educational needs
- develop a climate within the school in which each student can grow in self-esteem and self-confidence, as a valued member of the school and the community
- develop individuals’ strengths, abilities, interests and aptitudes in order to raise their achievement and fulfil their potential
- celebrate the success of students

### **The SENCO and the Learning Support Team will:**

- Ensure that the learning needs of the students with educational needs are identified and assessed as early as possible, and their progress is closely monitored
- Develop effective liaison with contributory Primary Schools and Post 16 provision so that an individual's needs can be identified and prepared for and successful integration can be facilitated
- Effect meaningful co-operation and collaboration with all appropriate outside agencies
- Promote continuous and supportive communication with parents and encourage effective parental involvement in learning programmes
- Effectively deploy the support staff, classroom assistants and parent helpers
- Seek to further the school links with schools and units in the special sector
- Evaluate the success of the education provided at the school for students with Special Educational Needs
- Ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

### **Special Educational Needs (SEN) Special Provision**

The school employs a number of strategies to provide for those students experiencing significant difficulties. Amongst these are teaching in small groups, appropriate interventions both for a group and individuals, the differentiating of both resources and methods of delivery, a supportive pastoral network and the involvement of outside agencies as appropriate.

## **External Agencies/Support Services**

- Monitoring support of the LA, for all EHC students.
- Medical guidance and advice from the School Nurse.
- Guidance from Occupational Therapist for the meeting of specific physical needs of students.
- Guidance and advice from the Young Peoples Service (YPS).
- The police service.
- Links with the Youth Service.
- Educational Psychologist.
- Early intervention support.

## **Partnership with Parents**

The school recognises the need for effective partnership with parents and endeavours to inform and consult parents as often as possible.

- Ensure that parents are notified of any decision by the school that impacts upon Educational Needs provision being made for their son/daughter.
- Ensure that parental views are actively sought and acknowledged in relation to their child's special needs provision.
- DFE guidance, 'Special educational needs and disability - A guide for parents and carers' (August 2014) is available if requested.
- The Learning Support department responds to the need for individual contact on a needs driven basis. Providing intensive liaison between home and school as required.
- Regular review meetings are held involving parents, students, Learning Support Team and/or staff.

## **Access for SEN Students to a Balanced and Broadly Based Curriculum**

- All our students are entitled to a balanced, broadly based curriculum.
- Within the curriculum areas, subject staff use their best endeavours to differentiate work which enables all students to access the Curriculum.
- Access arrangements are implemented for both internal and external assessments for identified students.
- Within the Learning Support Department teaching and learning programmes are provided to allow students to develop a literacy and communication skills, which in turn, helps them to access all areas of the curriculum.
- Departments are encouraged to think creatively about how they can develop alternative means of assessment to allow students to show their true potential within a subject area.

## **Co-ordinating Educational Provision for students with SEN**

- Close links between the Learning Support team and the pastoral network provide effective support and intervention as appropriate.
- There is an established procedure of communication relating to students with SEN between departments and learning support.

- The Learning Support Department is responsible for devising and implementing Individual Learning Plans to meet students' needs, and these are monitored by the SENCO, the Assistant SENCO and shared with staff.
- In partnership with a range of outside agencies, appropriate support is provided.

### **Facilities for Students with Education, Health & Care Plans (EHCs)**

All the facilities of the school including the wide range of Information Communication Technology facilities are available to SEN students as they are to all students. This enables them to access the curriculum. The Learning Support Team supports special needs students in the use of these facilities both within the classroom and on an individual basis.

There is a wide range of curriculum opportunities for all children including a variety of extra-curricular activities, e.g. Music, Sports, Drama and Art.

### **Allocation of Resources to and amongst Students with EHCs**

Within the school budget, funds are allocated to departments to resource the Learning Support across the whole School.

Additional specialist resources are allocated to students with identified needs e.g., laptops and support provided by external agencies.

### **Professional Development – SEN In Service Training**

- In-service training needs for staff with regard to SEN are identified through the procedures.
- Professional Development activities are provided as required.
- The Learning Support Team liaises with the welfare staff and advises on strategies for coping with students with special needs.
- The Learning Support Team also provides training for ITT students and Graduate Teachers with specific reference to students with Special Educational Needs.

### **Identification, Assessment and Review Procedures**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

In line with national guidelines, the school through the SENCO

- follows the procedures laid down in the Code of Practice to identify and assess special educational needs
- has regard to the Code of Practice when carrying out its duties towards all students with special educational needs
- we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**

- students are assessed and monitored according to the Code of Practice. This is regularly reviewed and updated by the Learning Support Team, and then circulated to all staff regularly
- subject teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- subject teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
  - Other teachers' assessments, where relevant
  - The individual's development in comparison to their peers and national data
  - The views and experience of parents
  - The pupil's own views

Advice from external support services, if relevant

## **Admission**

The Governors' Admissions Policy applies, after which the staff will endeavour to meet the varying needs of students joining the school. It is acknowledged that some students' needs may be more effectively catered for within the special sectors at another school.

## **Pre-entry**

- The Head of Year 7 (and any other Heads of Year) who may visit the contributory primary schools, alerts the SENCO and/or Assistant SENCO to SEN students.
- A member of the Learning Support Team visits the primary schools to discuss those SEN students and others causing concern.
- Liaison meetings between the Learning Support Team and the Head of Year to agree strategies.
- A member of Learning Support Team might be invited to attend the reviews of the Y6 EHC students.
- Parents are given opportunities to visit the school to meet the Learning Support Team to discuss the needs of their children, e.g. Open Evenings, New Intake Evening.
- The Learning Support Department endeavours to arrange individual integration programmes for special needs students before transfer - this is in addition to several other visits that might be made during their final primary year.

## **On entry**

- The SENCO and the Assistant SENCO provides additional information to staff about new intake who have special needs.
- The SENCO and the Assistant SENCO provides detailed information to staff about all those students registered on the Code of Practice for Special Educational Needs.

## **After entry**

- All students enter mainstream classes. Individual students are soon identified as needing extra help to develop literacy and numeracy skills. Strategies to provide for this include both support within the students' teaching groups and withdrawal where individual educational programmes are devised.
- Objective/screening tests are conducted in the first term.
- Continuous observation, identification and assessment of need within the academic and pastoral networks take place.
- Continuous monitoring and tracking procedures are in place in each year group. Hence there is early identification of under achievement, disaffection as well as learning needs.
- The Library Resource Centre aims to provide comprehensive and up-to-date resources for both learning and recreation to support all students.
- A whole school literacy initiative is in place.
- A whole school numeracy initiative is in place.
- Departmental and pastoral meetings are opportunities to discuss and review the identification and assessment students causing concern. These concerns are passed on to the Learning Support Team.
- Close liaison is encouraged with parents so that any concerns they identify can be dealt with.

## **Integration**

- Every student is encouraged to develop his/her own talents and strengths.
- The individual is also encouraged to participate fully in school life - clubs, choir, band, library, sports teams, helping with open evenings, parents' evenings, social occasions.
- Irrespective of educational need students are actively encouraged to develop personal qualities - reliability, perseverance, honesty, truthfulness, co-operation, consideration, helpfulness, tolerance.
- The school works hard to develop a student's individual self-esteem and feelings of self worth and to ensure that they participate in their individual learning and increase their responsibility for their learning and behaviour.
- The school provides individual pastoral support programmes to meet the needs of individual students.
- Alternative means of accreditation which develop key skills are provided for an identified cohort of students.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to in a way that suits the needs of the individual child. We will agree with parents and pupils which information will be shared as part of this.

## **Review Procedures**

In the main the monitoring and review of students with SEN follows the same procedure as that of all students in the School. However, for students with more significant needs there are more formal



reviews with parents and all involved agencies. The views of the parents and students are actively sought and acknowledged throughout this process.

### **Complaints About SEN Provision Within The School**

In the event of a complaint, the normal complaints procedure adopted by the Governors would be followed.

Approved by the Trustees and the Governing Body