



Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

Introduction

Bradfield School aims to meet the needs of all students and ensure that all have access to a broad and balanced curriculum, a school that supports students to be fully included in all aspects of school life, to enable every student to realise their potential and achieve success.

Bradfield School's policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

The Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)

Equality Act 2010: Advice for schools DfE (Feb 2013)

The Children and Families Act 2014, and associated regulations

Schools SEND Information Report Regulations (2014)

Statutory Guidance on Supporting students at school with medical conditions (April 2014)

The SEND Policy was developed by the school's SENDCo and the wider leadership team.

Leaders at all levels are responsible for implementing the SEND Policy.

Rationale

We are committed to raising aspirations and expectations for every student, to ensure positive outcomes that realise student aspirations. To achieve this we aim to work collaboratively to minimise any barriers to learning and the school community, provide a graduated approach to meeting student needs where early intervention and timely support ensures good progress and a positive school experience.

Aims and Objectives

- Early Identification of Need, ensuring the right level of support and outside agency engagement at the right time.
- All teachers are teachers of SEND, and have the right level of training and support to deliver consistent high quality teaching for all. They are able to adapt their teaching to ensure every student can access and take an active role in learning.
- Provide a child centred support where the student and their family are fully involved in the planning and review process and decisions about provision to meet their needs.

- A graduated approach to supporting students with SEND, early intervention to target areas of need and a robust plan, do review process, involving multi agency specialists in a timely manner.
- Transition is at the forefront of all planning decisions at all stages of education and provision to ensure preparation for adulthood.

SEND Definition

Special educational needs (SEN)

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.

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

For children aged two or more, special educational 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Disabled children and young people

Many children and young people 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Roles and Responsibilities

Parent/Carer

Parents are central to the process of meeting their child's needs and should work in partnership with the school. With expert knowledge about their child they are responsible for invaluable contribution to processes at all stages from initial assessment to reviewing progress, to ensure their child's needs are met, sharing key information about their child to give full picture of their needs.

The Governing Body/Head Teacher

The governing body, in cooperation with the Headteacher, monitors the school's policy, funding arrangements and approach to the provision for students with SEND. It has responsibility to ensure that the school's statutory responsibilities are met in relation to the SEND budget allocation, provision to meet need and SENDCo roles and responsibilities.

The SENDCo

The SENDCo is responsible for:

- The strategic development of SEND policy and provision.
- Overseeing day to day operation of the policy and practice.
- Keeping an up to date register of student SEND and sharing this information with all staff in a timely manner to inform teaching strategies.
- Early Identification of need and co-ordination of assessment and support to meet individual needs.
- Implementation of graduated approach to meeting need through adaptive teaching, reasonable adjustments, targeted intervention and direct support, monitored through termly plan, do review process.
- Work in partnership with parents to provide advice and coordinated support to meet their child's needs.

The School Staff

All school staff must:

- Have high expectations for all students and an awareness of individual student needs.
- Plan lessons, taking into account any differentiation, adaptation or reasonable adjustments needed to fully include all students in all aspects of learning.
- Have an awareness of individual student outcomes and how this might relate to their personal progress and support needs.
- Work collaboratively with all staff following advice from any multi agency professionals to ensure high quality, joined up support is provided which enhances educational experience to improve student outcomes and progress.

Meeting Need – Graduated Approach

Categories of Need

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory Impairment and/or Physical Disability

Identifying and Assessing Need

Any parent/carer can raise a concern about their child directly with the SEND Department. This concern may be addressed by further investigation in school, referrals to specialist services or advice given to parents about next steps for them to take to progress their concerns.

Members of school staff can also refer a concern to the SENDCo who will note the concern and carry out further assessment of the area of difficulty in school. This will always involve parental discussion and may also involve specialist services and assessment from professionals such as Educational Psychologist.

Once the student's needs have been assessed and identified the level of need will be determined and therefore the type of provision needed will be explored.

Level of Need – Provision

The level of need 1-5 and type of provision needed follows once the category of need has been identified, this will be decided by the SENDCo and discussed with parents at every stage.

Level 1 Quality First Teaching

Area of need and Teaching Strategies are shared with all staff through the SEND register teachers make the necessary adjustments and adaptations to their teaching strategies to fully include students in all lesson.

Level 2 Pupil Passport / Short term intervention

If a student is not making the expected progress through accessing Quality First Teaching, then a more detailed one page profile may be produced with bespoke differentiation needed. There may be an identified need for short term school intervention teaching in small group setting. Progress will be reviewed termly there will be opportunity to meet to discuss SEND progress at parents evenings and additional meetings or telephone contact where necessary.

Level 3 - Outside Agency involvement / Personalised Outcomes / My Plan / Extended Support Plan

Sometimes it is necessary to involve external specialist services to provide advice and support, if there is multi agency involvement a My Plan document may be needed to help to gather information and co-ordinate support to determine a more personalised provision. This means there will also be a termly support plan in place that will form the basis of the termly plan, do review process and allow personalised outcomes set and progress reviewed with the student and family on a termly basis.

Level 4/5 Statutory Assessment – Education, Health and Care Plan (EHCP)

For students with complex needs it is sometimes necessary to carry out statutory assessment when all other stages of support have been delivered without success, and the student needs a curriculum that is additional and different the curriculum being taught. The SENDCo or

parent can request a statutory assessment, if the Local Authority are provided with suitable evidence that the student meets their criteria they will carry out the assessment which may result in the student being issued with an Education Health Care Plan.

This is a statutory document which outlines the child's needs and provision to meet their need. The school will need to ensure they are meeting the needs through the provision outlined in the document and are working with the child to support them to achieve the personalised outcomes. These will be reviewed on a termly basis with the student and parents. The plan will be reviewed each year with the student and parents to ensure it remains up to date and that it needs to be maintained.

Criteria for exiting SEND Register

Where a student makes sufficient progress based on the assess, plan, do and review cycle it may be agreed that a student needs no further support and at this point would be taken off the SEND register. Further support can be introduced at any point should progress reviews indicate this is needed.

Admission Arrangements for Students with SEND

Bradfield School has an open admissions policy directed by the local authority. Bradfield School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of students without an EHC plan.
- Considering and replying within the specified time to the local authority to admit a student with an EHCP.

Transition

The SENDCo will be a key person at transition stages to ensure it is a smooth and stress free process for students with SEND. Preparation for transition will be carefully considered at all stages on an individual basis, and form part of the termly review process for students to ensure advanced planning is in place that takes into account student and family circumstances, needs and wishes. The SENDCo will ensure that if additional support is needed this can be incorporated into the transition plan and that external agencies are involved if needed.

Staff Training

In order to support young people with SEND, staff have regular access to training and continued professional development (CPD). All staff have access to the weekly SEND Bulletin and whole staff training delivered by the SEND Department. Key staff receive training as needed linked to their specific role, through external providers such as Learn Sheffield and the Educational Psychology Service.

Reviewing the Policy

This policy will be reviewed annually.

Complaints

Bradfield School aims to provide a professional and caring environment, parents/carers will be consulted and involved in all stages of their child's education. If a parent/carer does have a concern or complaint, they should follow the procedure set out below:

1. Make an appointment to discuss this with the SENDCo.
2. The concern will be investigated and parents will be given a date for a follow up appointment if necessary.
3. If not satisfied, an appointment to discuss the complaint with a member of Senior Leadership Team will be made.
4. If still not satisfied please refer to the Schools Complaints Policy Stage 2 for further guidance.

Next review: