



**BURTON
BOROUGH
SCHOOL**

Special Educational Needs and Disabilities Policy

Policy Reviewer	Clemency Price, SENDCo	Date of Review	May 2019
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SECTION A

1. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (Sept 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 Jan 2015
- Children's & Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards 2012

Burton Borough School is committed to the principles of inclusive education and strives to ensure that all students, regardless of Special Educational Needs can access learning and achieve without limits.

The SEND policy was developed by the school Special Educational Needs and Disabilities Co-ordinator (SENDCo) in liaison with the Senior Leadership Team (SLT), the governing body and teaching staff. Copies of the policy will be made available to all stakeholders and feedback is welcome.

2. Aims

- ◆ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, mental, communication or cognitive development.
- ◆ To ensure that these children are given appropriate support to allow every student full access to the National Curriculum in a positive framework.
- ◆ To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- ◆ To involve parents, students and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.
- ◆ To support students with Special Educational Needs and/or Disabilities (SEND) to develop the skills to live happy and fulfilled lives in their future.
- ◆ To prepare all students for adulthood including preparation for independent living and employment.

3. Objectives

- ◆ To provide a broad, balanced and suitably differentiated curriculum relevant to student needs, by recognising that every teacher is a teacher of every child or young person, including those with SEND.
- ◆ To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- ◆ To plan for any student who may at some time in their education have Special Educational Needs.
- ◆ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ◆ To give every student the entitlement to a sense of achievement.

- ◆ To identify, monitor and support students who will need extra resources and/or teaching help as early as possible.
- ◆ To work in partnership with the child's parents, the child or young person, and other external agencies to provide for the child's Special Educational Needs.
- ◆ To regularly review the policy and practical arrangements to achieve best value.
- ◆ To work within the guidance provided in the SEND Code of Practice 2015.

4. Definitions

Definition of Special Educational Needs according to the Code of Practice 2015:

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.

Definition of a learning difficulty or disability according to the Code of Practice 2015:

A child or 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 that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Definition of a disability according to the Equality act 2010:

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 ('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. Where a disabled child or young person requires special educational provision they will also be covered by the Special Educational Needs (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:

- They **must not** directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and to effective special educational provision into place. This SEN support should take the form of a four-part cycle: Assess, Plan, Do, Review.

What is NOT SEND but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Behaviour is no longer an acceptable way of describing SEN.

SECTION B: SCHOOL ARRANGEMENTS

5. Roles and Responsibilities

All members of the school community work towards the policy aims by:

- ◆ Using school procedures for identifying, assessing and making provision for students with Special Educational Needs.
- ◆ Sharing a commitment to inclusion and a partnership approach to provision.

The role of the SEND governor, is to champion the issue of Special Educational Needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for Special Educational Needs. The SEND governor will develop and maintain an awareness of Special Educational Needs provision in the school on behalf of the governing body by meeting the SENDCo on a termly basis and to monitor the implementation of the SEND policy.

The Principal has strategic responsibility for overseeing the provision for students with Special Educational Needs and keeping the governing body fully informed. The SENDCo will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

6. Co-ordinating and Managing Provision

The SEND Co-ordinator (SENDCo) is responsible for:

- ◆ Liaising with and advising teaching staff on SEND matters.
- ◆ The daily implementation of the school SEND policy.
- ◆ Co-ordinating the provision for students with SEND.
- ◆ Overseeing the records of all students with SEND.
- ◆ Contributing to the in-service training of staff.
- ◆ Liaising with parents and external agencies.
- ◆ Liaising with and advising Teaching Assistants (TA's) on SEND matters.

The SEND department consists of the SENDCo, Assistant SENDCo, Head of Reflection Centre, two Higher Level Teaching Assistants (HLTA) and a team of part time and full time teaching assistants. The day to day management of teaching assistants is the responsibility of the HLTAs.

All teaching and non-teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedure for identifying, assessing, monitoring and making provision for students with Special Educational Needs. Teachers have responsibility for managing the work of TAs.

7. Admission Arrangements for Pupils with Special Educational Needs

All the teachers in the school are teachers of children with Special Educational Needs. As such Burton Borough School adopts a 'whole school approach' to Special Educational Needs, which involves all the staff adhering to a model of good

practice. The staff of the school are committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with Code of Practice (2015) and the Equality Act (2010).

The school operates an equal opportunities policy for students with Special Educational Needs, who are afforded the same rights as other students. This includes both those students with Educational Health and Care plans and those others at the SEND support level.

The policy and guidelines for admissions of all students is outlined in the school's general admissions policy and arrangements.

8. Special facilities.

The Special Educational Needs department is designed to allow access to those students who have a physical disability. There are low desks to enable wheelchair users to participate in lessons alongside their peers. The department is located in the main building where there is lift access to the upper floor.

The ELSA room: The ELSA room is overseen by the school Mental Health and Well-being lead - a qualified teacher at middle leader level - with the support of one full time TA and one part time TA, who have both completed the ELSA (Emotional Literacy Support Assistant) qualification. They provide support for students to reflect on their emotions and well-being outside of the classroom and deliver a comprehensive intervention package for anxiety, anger management, friendships and well-being. Staff who work in this centre are trained as well-being mentors and can sign post students to either our school councillor or school mental health practitioner as required.

The ELSA room oversees the provision for all students identified as SEMH according to the code of practice and supports students who require modified or specialist provision.

Hubs: Within the school there is a Hub on both the upper and lower level. These are manned all day by a TA and are accessible to students who require 1-1/small group support, rest breaks or small group intervention. They are also open during social times and can be accessed by students as required during these times. The upper Hub is resourced to support students with cognitive and learning difficulties, the downstairs Hub is resourced to support students with communication difficulties (including autism) and physical disabilities.

Burton Borough School has facilities for disabled pupils, staff and members of the public. There are toilets, ramps and a lift to enable access to most parts of the building in line with the Disability Discrimination Act (2005).

Engage: The main purpose is to provide an environment that supports students who struggle to access the mainstream classroom on a full-time basis. This could be for a reason relating to any of the 4-broad areas of need outlined within the code of practice. Engage provides support for students who might otherwise pursue a specialist school setting or alternative provision. Additionally, it is a provision to

support students at risk of being a school refuser, returning from Electively Home Educated or returning from a managed move.

SECTION C: IDENTIFICATION, ASSESSMENT AND PROVISION

Burton Borough School acknowledges that all students are entitled to an education that enables them to make progress so that they:

- ◆ Achieve their best.
- ◆ Become confident individuals living fulfilling lives.
- ◆ Make a successful transition in to adulthood.

The school follows a graduated approach as outlined by the 2015 SEND Code of Practice and will follow the 4 step procedure of Assess, Plan, Do and Review.

- ◆ **Assess**-student's needs will be identified by teaching staff, pastoral team, SENDCo, professionals and the parents in collaboration.
- ◆ **Plan**- expected outcomes, interventions and support will be outlined by the SENDCo in consultation with the parents, student and any relevant agencies. The expected impact on progress and development will also be discussed.
- ◆ **Do**-a designated person (teaching staff or teaching assistant) will oversee the implementation of the planned support as agreed as part of SEND support.
- ◆ **Review**-the impact and quality of the provision will be evaluated in collaboration with parents, students and professionals as necessary and next steps will be discussed.

The Code does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- ◆ Communication & Interaction
- ◆ Cognition & Learning
- ◆ Physical and/or Sensory needs
- ◆ Social, Emotional and Mental Health

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.

9. Identification of students with Special Educational Needs

Information about students with Special Educational Needs from primary schools is passed on well before the student arrives at Burton Borough School. The SENDCo may be invited to Annual Review meetings prior to transfer from primary to secondary school or alternatively the SENDCo or HLTA will visit the school and discuss the students' needs with their teachers. Students with SEND will take part in an induction programme, which may include a visit to Burton Borough School. By working closely with feeder primary's and parents of students with SEND we strive to ensure that we have the picture of 'the whole child' and their needs prior to the student starting at Burton Borough School. During the first term, all students are monitored in order to identify whether they require further support in a secondary school setting.

It is possible that Special Educational Needs and Disabilities arise later in some students, and these are identified by observation and monitoring of their work in conjunction with any test results. By the end of the first half of the Autumn Term, Year

7 students will have taken part in Baseline Testing, including the Access reading test, spelling age test and subject specific baseline assessments. This is a platform that helps us to identify needs and ability.

The baseline figure for Learning Support reading intervention programmes will be a reading age lower than 10 years 6 months, unless there are other overriding issues. Students reaching a reading age of 10 years 7 months and above will be targeted through the schools literacy catch up programmes. There will be liaison between the SENDCo and the literacy coordinator in order to select students for the appropriate intervention programmes.

There may be a requirement to conduct additional screening (dyslexia and dyscalculia), which will be discussed in consultation with parents. Any concern should be registered with the SENDCo, together with detailed information about the concern and strategies used to address it so far.

As the term progresses and where students are not responding as anticipated to the support that has been put in place, further identification and analysis takes place. This happens in the model of assess, plan, do and review as set out in the 2015 Code of Practice.

As students reach Year 9 consideration for Access Arrangements for Examinations begins to take place. There is an emphasis on recording the usual working practices of the student to ensure that these methods of working can be secured for examinations. An example of this would be the use of a laptop for recording written work.

There may be a need to request the support of a Learning Support Advisory Teacher (LSAT) to corroborate a need for dispensation. This may include rest breaks, extra time, a scribe or an amanuensis. Teaching staff perform a crucial role in supporting this process by ensuring that working practices are regularly documented from Year 9 onwards. This includes producing comparative evidence, for example a test that has been hand written and the same test taken using a laptop to type the answers.

10. Monitoring of students with Special Educational Needs

Pupils identified as having SEND are monitored on the school's Special Educational Needs Register. This is updated regularly and is available for staff to access on the school computer system. Individual Provision maps for all students with an Education Health and Care Plan (EHCP) are written in consultation with the parent and student and are updated twice yearly. Responsibility for maintaining the Provision Map documentation is the responsibility of the HLTAs. An Access to Learning Plan (ALP) outlining specific teaching strategies to use with individuals on the Special Needs register are shared with staff and located on the school computer system. They are also available in the student's Personal Study Diary unless requested not to by the student. The generation of ALP's is the responsibility of both HLTAs and their team of TA's.

Educational Health and Care Plans (EHCP).

A small minority of students who have significant and lifelong difficulties may undergo an Educational Health Care Needs Assessment (EHCNA) in order to establish their

specific needs and the range of provision required to meet those needs. If it is agreed that the issuing of an Education Health and Care Plan is necessary, then the pupil's SEND and provision will be summarised in a document. This will need to be reviewed annually.

11. Providing Curriculum Access and Inclusion

The National Curriculum is made available for all students. Where students have Special Educational Needs and/or Disabilities, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school offers high quality, personalised teaching and a differentiated curriculum. Teaching is adapted to suit the individual learning needs of our students and the quality of teaching is regularly and carefully reviewed to ensure high quality teaching is consistently delivered.

The new Special Educational Needs Code of Practice 2015 makes teachers more accountable for the progress of all students, even those supported by specialist staff. As part of performance management, teachers will expect to be judged on how well they teach pupils with SEND. High expectations and aspirations for what young people can achieve is being promoted through opportunities for Continuous Professional Development (CPD) through the school year. This is offered to all staff and is provided by the SENDCo and staff from the SEND team through the schools CPD passport.

It is the teacher's responsibility to adapt resources and set work that matches the learning needs of the students in the class, including showing an awareness of reading ages, language ability and level of challenge required. Head of Department (HOD) and SENDCo can support staff as necessary with this. Wherever possible, students will be supported within the classroom using a range of inclusive strategies:

- Whole school inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students
- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Home/school reading schemes
- Use of specialist equipment
- Use of practical resources including task management boards, coloured overlays, writing slants, visual instruction cards and sensory fiddlers.
- Alternative teaching strategies

Monitoring of these students will continue for an agreed amount of time and if, after the teacher can evidence that intervention strategies have been used unsuccessfully within the classroom, the SENDCo (or member of her team) will complete an observation and more targeted intervention will be introduced. The SENDCo (or member of her team) will also conduct a learning conversation with the student to gain their insight about what they're finding hard and their aspirations for

their education. At this point parents will be contacted to discuss their child's needs and the provision they feel would be beneficial.

In some cases specific, targeted, short term interventions may be put in place for a child to accelerate their learning and achieve the expected level in an area of the curriculum:

- Nurture intervention (self-esteem) groups
- Mental health and well-being support.
- Reading, writing and spelling intervention groups
- Maths intervention groups (including dyscalculia)
- Social skills intervention groups
- Speech and Language intervention groups
- Dyslexia intervention

Interventions typically run for 8 week intervals and are evaluated on a weekly basis to ensure they are having a noticeable impact on a student's development. The evaluation will include both the teacher's and student's judgement. Targets can be adapted regularly to make sure they are always ambitious yet achievable for the student.

In circumstances when progress is still not noted and a sufficient amount of time has been given for the intervention to have an impact then advice from outside agencies may be sought. Often agencies will provide resources, recommendations or strategies to use with the student. On some occasions they will come in to school to complete an observation or assessment of the student. Parents will always be notified of this and are encouraged to meet with the agency beforehand.

Teaching assistants are allocated according to student requirements. Teaching Assistants are not allocated to students on a 1-1 basis unless this is specifically identified as necessary within the students EHCP. Teaching assistants are largely deployed to run intervention sessions that provide students with the skills required to access their lessons independently.

Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by SENDCo
- ◆ Analysis of student tracking data and test results for individual students
- ◆ Analysis of individual, group and whole school provision mapping
- ◆ School self-evaluation
- ◆ The Governors' Annual Report
- ◆ The School Development Plan/SEN Raising Achievement Plan.

SECTION D: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

12. Staff Development

SENDCos, Teachers and TAs attend SEND courses, which are of interest and have a particular bearing on students they are supporting. Staff are given regular opportunities for inset to develop their confidence and skills in working with SEND

students. Staff will be involved in developing practices which promote Whole School approaches to SEND.

The SENDCo, HLTA's and TA's keep up-to-date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature
- Subscription to Special Educational Needs journals
- Regular access to Special Educational Needs web sites (e.g. SENCO Forum, Department for Education and Skills (DfES) Special Educational Needs site, National Award for Special Educational Needs (NASEN).
- Attendance at Telford and Wrekin Learning Platform (TWLP) meetings
- Attendance at Telford and Wrekin courses
- Informal advice from external agencies
- Yearly training from the Educational Psychologist and Learning Support Advisory Team
- Accredited training

13. External Support Services

The school has arrangements for securing access to external support services for students with Special Educational Needs. This includes liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the SENDCo and these services.

14. Partnership with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with students who have Special Educational Needs and or Disabilities, where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the provision and support experienced by their children in accordance with the recommendations outlined in the Code of Practice (2015). Communications between the parent and the school will be consistently maintained.

- ◆ We aim to promote a culture of co-operation with parents, schools, Local Authorities and others. We will do this through :
 1. Ensuring that all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCo.
 2. Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the teacher.
 3. Providing access to the SENDCo to discuss the child's needs and approaches to address them, perhaps using an individual provision map.
 4. Inviting parent participation through the use of Parents Comment Sheets. (Annual Review)
 5. Supporting parents in their understanding of external agency advice and support.
 6. Termly coffee mornings with the SEND team
 7. Half termly meeting between the SENDCo and SEND parent committee

8. Fortnightly drop in from 2:00-4:30pm to see a member of the SEND team, including the SENDCo.
9. SEND section of the school website

- ◆ Undertaking Annual Reviews for students with Educational Health and Care plans.

15. The Voice of the Child

The school will work to ensure that students are fully aware of their individual needs and the targets in their individual provision maps. Steps will be taken to involve students in decisions which are taken regarding their education including asking all students to discuss their future aspirations and opinions on existing barriers to their success.

In this school we encourage students to participate in their learning through:

- ◆ Being involved in target setting and identifying teaching and learning strategies that work for them.
- ◆ Incorporating their views of their education on provision mapping, through the use of pupil comments sheets.
- ◆ Encouraging self-advocacy and independence.
- ◆ Creating the Access to Learning plan in partnership with students.

16. Links with other Schools

- ◆ We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for students through pre-arranged meetings.
- ◆ We will consult the Local Authority (LA) and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated Special Educational Provision in the area as a whole.
- ◆ We will collaborate with all other support services and agencies involved with the students and with parents and where appropriate make joint planning arrangements.

17. Complaints

Any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs and/or Disabilities should be addressed through the school's Complaints Procedure.

The Telford and Wrekin Parent Partnership service has changed its name to reflect its wider responsibilities within the new code of practice. It is now called the Information Advice and Support Services Network (IASS) and is able to provide independent and neutral advice. You can access this information from their website:

www.iassnetwork.org.uk/

For more information on how pupils with SEND are supported at Burton Borough please refer to the SEND information report, which can be found on the school website.

- Parents are encouraged to look at the Telford and Wrekin Local Offer, which provides an overview of the services available for support. You can find this at: http://www.telford.gov.uk/info/20027/special_educational_needs_sen
- Links to support the students and families with other agencies include:
Future Focus
- Telford & Wrekin Family Connect Services:
http://www.telford.gov.uk/info/200197/family_connect_service_directory