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Responsibility: KB, VB, HB, AP, MW

Bishop Challoner School



SEND POLICY



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SEND Policy

This policy applies to all pupils throughout the Senior and Pre-Prep and Preparatory school (including those in EYFS).

Bishop Challoner School's SEND Policy complies with the following guidance & documents:

- Equality Act 2010
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Bishop Challoner School Safeguarding Policy
- Bishop Challoner School Admissions Policy
- Teachers Standards 2012

This policy is designed to set out Bishop Challoner School aims and objectives of working with pupils with Special Educational Needs & Disabilities.

They are:

- 1) To identify and provide for pupils who have Special Educational or Additional Needs;
- 2) To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs and Disabilities;
- 3) To provide support and advice for all staff working with Special Educational Needs and Disabilities;
- 4) To work in partnership with parents in seeking successful outcomes for pupils with Special Educational Needs and Disabilities.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the Trustees and Governors, have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND)

Pupils have special educational needs if they have a difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them. Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability*, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. Pupils who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Advanced Performer Programme, in addition to provisions made for their specific need.

Special Educational provision may be triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents** and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupils' individual need(s) will be made.

(* See 'definition of disability' in Section 5

** Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.)

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy;
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

1.3 Curriculum Support (Provision) is achieved by

- 1) Identifying and assessing individual pupils' needs.
- 2) Reporting of pupils' needs to all members of school staff via the personalised Support Plan (SP) – change to Pupil Profile
- 3) Providing an appropriate curriculum, taking into account:
 - National Curriculum and Examination Board syllabuses
 - Continuity and progression
- 4) Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - Effective scaffolding of lessons to ensure accessibility to all pupils
 - A supportive learning environment
 - Appropriate deployment of additional adults to support children within the classroom
 - Encouraging a positive self-image.
- 5) Providing learning support through:
 - Curriculum development
 - Support teaching
- 6) Monitoring individual progress and making revisions where necessary.
- 7) Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- 8) Encouraging pupils with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- 9) Making regular reports to Trustees and Governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
- 10) Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body

- In partnership with the Headteacher, the Trustees have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All Trustees are informed of the school's provision, including funding, equipment and staffing

The Headteacher

- Setting objectives and priorities in the school development plan, which includes SEND
- Line-managing day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources
- Informing the Trustee body

Learning Support Coordinators

- Disseminating information and raising awareness of SEND issues throughout the school
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy
- Managing and developing the roles of Learning Support Assistants (LSAs) and Teaching Assistants (TAs) through training and Performance Management
- Lead Professional for Education & Health Care Plans (EHCP)
- Identifying pupils
- Co-ordinating provision for pupils
- Supporting the teaching and learning of pupils with SEND
- Keeping an accurate register and records of all pupils with SEND
- Drawing up, reviewing and monitoring Pupil Profiles for those with SEND and others, as required
- Monitoring departmental delivery of the SEND Policy
- Liaising with parents and carers of pupils with SEND
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries and nursery/pre-schools
- Liaising with outside agencies
- Contributing to in-service training and external training (as appropriate)
- Being involved in preparing the SEND report, which the Headteacher (or whoever is appropriate) forwards to the Trustees

Subject Leaders and Teaching Staff: "All teachers are teachers of special needs" CoP 2014

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work
- Ensuring appropriate teaching resources for pupils with SEND are provided

- Raising awareness, of school responsibilities towards SEND
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes
- Ensuring Pupil Profiles are used to support the planning of lessons
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to the relevant Learning support Coordinator

Learning Support Assistants / Teaching Assistants

- Support pupils with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Monitor progress against targets using the School's MIS
- Assist with drawing up individual plans for pupils and supporting information sheet development, as required
- Contribute to the review process, either in person or with a written report
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support pupils on Educational Visits, as required
- Communicate SEND issues to and from the School
- Attend meetings as required

2.2 Admission Arrangements

Admission arrangements are outlined in the school's Admissions Policy.

2.3 Inclusion

At Bishop Challoner School all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Pupils with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.4 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the relevant Learning Support Coordinator, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, then the school Complaints Procedure may be followed.

PART 3: Identification, Assessment and Provision & Removal from the register

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND department.

New Year 7 Pupils

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any pupil identified as having a “learning difference” and who is on SEND Support or has an EHC plan is referred to the Senior Learning Support Coordinator. Contact is then made with the primary school.

When a LA notifies us regarding pupils who wish to list Bishop Challoner as their preferred school, where practicable, the Senior School Learning Support Coordinator attends their Annual Review to ensure a smooth transition is made. At this meeting, the Senior School Learning Support Coordinator becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- Entrance tests
- Reading, spelling tests
- Midyis/ Yellis diagnostic tests

Staff Referral

Members of staff consult with the relevant Learning Support Coordinator if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, prior to any additional intervention being undertaken. Staff must then complete a referral form.

Referrals by Parents or Carers

A pupil’s parent may express concern. Once information is gathered the process is the same as for staff referrals.

All parental referrals are acted upon and recommendations as to suitable professionals are discussed with the parent.

3.2 Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils.

A ‘Graduated Response’ is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the Learning Support Coordinator, but will be planned and delivered by teaching and support staff.

The Graduated Response

Wave 1 – Quality First teaching by all teaching staff. Wave 1 pupils will not be identified as SEN. (CoP Section 6.37) “Additional Intervention cannot compensate for lack of good quality teaching”.

Wave 2 - Is initiated where pupils have failed to make adequate progress as identified by the teacher through the assessment arrangements as in 3.1.

Examples for Wave 2 criteria include:

- Low Entrance test scores
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents
- Pupil self - referral

Provision from within the school's resources is identified to help meet the pupil's needs.

Interventions may include:

- Smaller group or 1:1 sessions
- Appropriate teaching groups / sets
- Group support on a regular basis

b) Wave 3

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school advises parents to gain the involvement of external support services/ Professionals.

They are requested to:

1. Provide specialist assessments
2. Give advice on teaching strategies or materials

The Support Plan (SP) is revised and new strategies are put in place following the involvement of pupil and parents.

c) Statutory Assessment/ Educational Health Care Plans (EHCP)

The Learning Support Coordinator is responsible, on a daily basis, for providing support and mentoring as well as ensuring that the requirements of section F are met.

Contents of the Pupil Profile will include some of the following

- ✓ Name & other information details
- ✓ Which of the 4 Areas of Need the pupil falls under
 1. **Communication & Interaction**
 2. **Cognition & Learning**
 3. **Social, Emotional & Mental Health Difficulties**
 4. **Sensory and/or Physical Needs**
- ✓ Reading & Spelling Age Test results
- ✓ Short term targets
- ✓ General Strategies specific to the identified needs of the pupil
- ✓ Strategies specific to the individual pupil (this is regularly updated and can be contributed by Agencies, Staff and parents)
- ✓ Interventions in place for the pupil
- ✓ Exams Access Arrangements
- ✓ Parents Contribution

The Support Plan is communicated to all staff who support the pupil's learning, and to the parents or carers and the pupil. Support Plans are constantly reviewed and updated.

3.3 Provision of Curriculum Support

The Learning Support Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development

- Planning with individual members of staff
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies

b) Support teaching

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Helping to facilitate a wide range of teaching and learning styles
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some pupils with special educational needs may be withdrawn 1:1 or within small group sessions. These are done with planning so that core subjects are not, as far as possible, used and other subjects are utilised on a rotation basis over a minimum of half a term.

d) In-service Training

The Learning Support Coordinator provides CPD for ECTs and other new staff at the school on SEND. Whole-school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.4 Allocation of Resources

Where the school is funded to meet the needs of all their pupils through an EHC plan, this money is recorded separately and spent with care to meet section F requirements.

3.5 Removal from the Register

Following intervention and intensive support some pupils are able to be supported at Wave 1 – this essentially removes them from the SEND register but *does not* mean removal of support.

PART 4: Partnership

4.1 In school

- The Learning Support Coordinator liaises closely with individual SLT, Middle Leaders & Pastoral Team. Information and concerns are always discussed with the appropriate member of staff;
- Whole School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

Bishop Challoner School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of any Annual Review procedures
- Parents are actively encouraged to help their child in many ways, for example, hearing their child read and learning spellings. Information sheets have been produced that may be helpful and are available on request

- Parents are encouraged to attend Parents’ Evenings where their child’s progress is discussed with subject teachers. The SENCO is always available on these evenings also
- Parents/Carers will receive a termly report on their child’s progress
- New parents can attend the Information Evening for new parents and are welcome to email the Learning Support Coordinator with any queries

4.3 Pupils

Bishop Challoner School acknowledges the pupil’s role as a partner in his / her own education. Pupils are actively encouraged to be involved in decision making by attending all Reviews and to be involved with discussing and evaluating the content of their Support Plan. Pupil views are recorded as part of any Review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil.

4.5 Between Schools / Transfer Arrangements

The Learning Support Coordinator liaises with SENCOs from other schools as needed.

All documentation regarding special needs included in a pupils’ student's record is transferred between schools. The relevant Learning Support Coordinator deals with specific enquiries.

Additional induction days are arranged as required for all pupils with SEND.

The records of pupils who leave at the end of Year 11 are kept and stored in school.

Part 5. Definitions of Special Needs & Disability:

5.1 The Code of Practice (CoP) 2014 states that SEN is:

“Provision that is additional to or different from that made for other children of the same age by mainstream schools”

5.2 The Code of Practice (CoP) 2014 states that Disability 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”

The CoP outlines the ‘reasonable adjustment’ duty for all school settings under current Disability Equality legislation – these alone do not constitute SEN:

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia	Long-term motor impairment	Asthma
Emotional Behavioural Difficulties (social factors)	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment / deaf	Cancer recovery
Minor speech impairment	Visual impairment / blind	Mental health issues
Mild learning difficulties	Incontinence	Disfigurement
	Significant dyslexia	Eating disorders
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	Autism	Very short stature
	(other factors – medical / mental health)	

Success criteria and demonstration of the effectiveness of the policy

The principles underlying the school's provision for pupils with SEND will form the basis for the evaluation process.

In addition, specific targets might be identified, against which success may be measured. Specific indicators might be used, such as progress in reading at the end of key stages and test scores etc. Other feedback is verbal and adjustments to the expected outcomes are decided in conversation with the class teacher(s) and the parent when necessary.

Bishop Challoner School's Learning Support Team include:

Mr Anthony Peck – Head of EYFS

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Mrs Helen Bateman – Preparatory School Learning Support Coordinator

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Mrs Vicky Bastin - Senior School Learning Support Co-ordinator

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Publication and Review

This policy is made available to all staff.

It is regarded as a working document and kept under constant review.

Reviewed By: K Brooker/ V Bastin/H Bateman/A Peck/M Wallace

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Next Review: September 2024