



## THE BEMROSE SCHOOL

### SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

**MANAGER: ANNE-MARIE KEARNEY**

**ADOPTED: JULY 2015**

*Revised in line with the new Code of Practice 2014*

Our school is a community. We will provide opportunities for everyone to achieve their personal best in a supportive, friendly environment. Together, we will nurture, develop and guide one another towards a successful future.

***'Learning together, working together, achieving together'***

#### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The new SEN Code of Practice and accompanying legislation came into force on 1<sup>st</sup> September 2014. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Derby City's SEND Local Offer website:

[www.derbycity.sendlocaloffer.org.uk](http://www.derbycity.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derby City that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **THE SEND AIMS OF THE SCHOOL '*Every Teacher is a Teacher of SEND*'**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip students with the skills and attributes necessary for adult life.
- Ensure all pupils requiring SEND provision are identified as early as possible in their school career.
- Create a welcoming atmosphere for parents.
- Meet the needs of all students.

### **OBJECTIVES**

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the [*SENCo, Senior Assistant Headteacher - Inclusion and Headteachers of the Primary and Secondary Phases*] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. The Bemrose School receives further support from the Local Authority, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS) and other specialist services.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of the pastoral system. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

## **RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION**

The person responsible for overseeing the provision for children with SEND is Mr Neil Wilkinson(Headteacher), and a Nominated Governor

The person co-ordinating the day to day provision of education for pupils with SEND is Miss Anne-Marie Kearney (SENCo) and Mrs Ellen Wilkinson (Senior Assistant Headteacher - Inclusion).

## **Types of SEND for which provision is provided at The Bemrose School**

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social and Emotional Mental Health Difficulties - making friends or relating to adults or behaving properly in school

- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.  
Section 1

## **ARRANGEMENTS FOR COORDINATING SEND PROVISION**

The SENCo will hold details of all SEND Support records.

### **All staff can access the following documents on T: Drive and SIMS:**

- The Bemrose School SEND Policy.
- A copy of the full SEND Register.
- Information on individual pupils' special educational needs including pupil profiles and descriptions of need where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Derby City SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

## **ADMISSION ARRANGEMENTS**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. For more information please refer to our school prospectus and Admissions Policy 2014.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the new Code of Practice 2014, in that '*Where a child or young person has SEN but does not have an ECH plan they must be educated in a mainstream setting except in specific circumstances. The School Admissions Code of Practice requires children and young people SEN to be treated fairly... They must not refuse to admit a child who has SEN but does not have an ECH plan because they do not feel they do not feel able to cater for those needs. They must not refuse to admit a child on the grounds they do not have a EHC plan. (Sect 1.27)*

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

## **ALLOCATION OF RESOURCES FOR PUPILS WITH SEND**

It is the responsibility of the Senior Leadership Team, SENCo and the Governing Body to agree how the allocation of resources is used. These key personnel ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

A number of SEND pupils may also receive intervention funded by Pupil Premium / Looked After / Adopted / Armed Forces allocations depending on the nature of the programme(s) offered.

## **IDENTIFICATION OF PUPILS NEEDS**

At The Bemrose School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

**The new SEND Code of Practice 2014 makes it clear that, provision for SEND is a graduated approach: ‘Every Teacher is a Teacher of SEND’.**

**Quality First Teaching: ‘The baseline of learning for *all* pupils’.**

All staff are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil performance in National Curriculum subjects judged against level descriptions and assessment requirements.
- Pupil progress in relation to the National Curriculum objectives in English and maths.
- Foundation Stage profile scores and their progress against criteria contained in the ‘Ages and Stages’ documentation.
- Screening /diagnostic tests
- Reports or observations
- Records from previous schools, etc.
- Information from parents
- External exam results
- Pupil portfolios

Support is provided for all students who wish to stay for extracurricular activities, including sporting events and trips. All students are encouraged to engage in enrichment activities and trips. Staffing ratios are adjusted accordingly to allow for extra support. Special arrangements are made in accordance to the individuals need to allow for each student to participate fully in physical and academic life of the school.

## **SEND PROVISION**

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from their previous school. For pupils with identified SEND the Inclusion Team (Senior Assistant Headteacher, SENCo, C&G Team Leader and EAL Team Leader) will:

- Use information from the previous school to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve pupils in planning/agreeing their own targets.
- Encourage parents to share information and queries with the school.
- Ensure the pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings, 'Drop In' sessions and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings are bi-annually and parents are invited by letter, email and via the website.

### **The range of provision**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by the class teacher / subject teacher through a differentiated curriculum
- Periods of withdrawal to work with a teaching assistant, specifically on Literacy skills
- In-class support with the expertise of a Teaching Assistant
- Attendance at a specialised unit within the school, full or part-time (e.g. Nurture Group or the Language Centre)
- Support from specialists within class or as part of a withdrawal programme
- Intervention programmes developed with other involved professionals ( multi agency approach)

## **SEND SUPPORT**

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally

identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEND support, the subject teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, the Inclusion Team, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The form tutor, head of house, key worker (if assigned one) and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and

relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviewing pupil progress will be made at Inclusion Panel meetings where each term academic data checks are carried out on key groups. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **MONITORING SEND PUPIL PROGRESS**

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as previously described to determine if further intervention is required.

The class or subject teacher may take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted to that individual pupil. The SENCo should always be informed and consulted to provide support and advice, and may wish to observe the pupil.

Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child. The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

## **WORKING WITH YOUNG PEOPLE**

Students will be involved with the Plan, Do, Review cycle. All staff will work closely with the young people to set short, medium and long term targets. Students will be asked for their views regularly and these will be used in discussions during formal planning meetings.

## **REFERRAL FOR AN EDUCATION, HEALTH and CARE PLAN**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and the SENCo.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- The student
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the Derby City Website:

[www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/](http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/)

Or by contacting an Education, Health and Care Plan Coordinator at:

**SEN.admin@derby.gov.uk**

**Special Educational Needs,  
Derby City Council,  
Council House,  
Corporation Street,  
Derby DE1 2FS**

Or by contacting the Parent Partnership Service in one of the following ways:

**parent.partnership@derby.gov.uk**

or

**Derby Parent Partnership Service,  
The Council House,  
Corporation Street,  
Derby, DE1 2FS  
Phone: 01332 641414**

## **EDUCATION, HEALTH and CARE PLANS (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by Derby City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Derby City SEND Local Offer can be found on the school website homepage.

For further information please contact the SENCo in school.

## **ENSURING ACCESS TO THE CURRICULUM FOR PUPILS WITH SEND**

**The SENCo and Senior Assistant Headteacher-Inclusion are responsible for:**

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **EVALUATING THE SUCCESS OF OUR SEN PROVISION**

The SEND Governor will meet at least annually with the SENCo and the Governor will report annually on the success of the policy and provision to the appropriate committee. To facilitate this, we have identified specific aims and objectives, which are given under 'THE SEND AIMS AND OBJECTIVES OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Support Staff
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and provision and this will be analysed carefully through consideration of each pupil's success in meeting targets and the use of standardised tests.

## **COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Senior Assistant Headteacher – Inclusion, or Headteacher, who will be able to offer advice on formal procedures for complaint if necessary.

## **LINKS TO SUPPORT SERVICES AND ORGANISATIONS**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Inclusion Team, who will then inform the child's parents. The Inclusion Team, which consists of Senior Assistant Headteacher – Inclusion, SENCo, Care & Guidance Team Leader, EAL Team Leader attend a weekly Inclusion Meeting. At this time any relevant information regarding pupils with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Community Paediatrician
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- School Nurse
- Education Welfare Officer
- Social Care
- Multi Agency Team – Area 3&4

- SENCo's in other schools

## **SEND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Teaching Assistants and apprentices, new staff and ITT students' needs and requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Improvement Plan.

## **WORKING IN PARTNERSHIP WITH PARENTS**

**The Bemrose School** believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The SENCo provides support to teaching staff during Target Setting Days and Parents Evening and will attend parent meetings upon request.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

## **TRANSITION**

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of key stage transition (FS2, Year 2, Year 6, Year 9 and Year 11). This review may take the form of a Person Centred Review or Formal

Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting.

### **SEND POLICY REVIEW**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development and Action Plan.

### **PERFORMANCE INDICATORS**

- The progress made by students with SEND
- The SEND register is kept up to date
- The number of students with Education, Health and Care plans, and students with additional needs are reported to the Governing Body each March.