



BEMROSE SCHOOL

SEND POLICY

AUTHOR: A KEARNEY

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1. Aims-‘Learning together, working together, achieving together’

Our school is a community. We 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.

Our SEND policy aims to:

- Provide every child with a broad and balanced curriculum
- Promote independence, equality and consideration for others
- Ensure we celebrate the wide range of pupils’ achievement
- Equip pupils with skills and attributes necessary for adult life
- Ensuring all pupils requiring SEND provision are identified as early as possible in their school career
- Create a welcoming atmosphere for parents
- Meet the need of all pupils
- Support transitions
- Work in collaboration with external agencies so that pupils can access a package of support to meet their needs
- Ensure that all staff are confident in catering for the wide range of needs pupils have
- Provide regular opportunities for staff to engage in CPD so that they can provide quality first teaching that is of benefit to all of the pupils within their care
- Take a collaborative approach across the school to meet the needs of the pupils within our care

All staff are concerned with identifying and meeting the needs of individuals with special educational needs. Information is shared between staff about the strengths and difficulties of individual pupils with SEND. Resources are available to help staff and pupils address individual areas of deficit. Pupils receive support in lessons and quality interventions are planned to address their individual area of needs. All staff provide the care and support that pupil’s with SEND require to thrive in education.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms Anne-Marie Kearney – senco@bemrose.derby.sch.uk

There are 2 deputy SENCOs

They will:

- Work with the Executive-Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The role of the SEND governor is to:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

Will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of special educational need that are provided for

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
- 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/ and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, we collect information on pupils from previous settings at all stages of transition. We use information gathered through CATs to identify students who may need additional support in one or more areas of the curriculum. Class 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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will endeavor to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive support. For pupils who join The Bemrose School having had an SEND need identified in previous settings we will work with parents to identify the best package of support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- 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
- Using whole school screening tools
- Reviewing provision where interventions outside of class have taken place.

The assessment will be reviewed every 7 weeks

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 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. We will agree with parents and pupils which information will be shared as part of this.

Each transition is carefully planned we meet with parents, pupils and staff from previous setting wherever possible. Pupils and parents are invited to visit The Bemrose School prior to starting their placement. Vulnerable pupils are identified and supported with additional visits where they are moving to a new teacher, key stage or provision provider.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Social Skills
- Learning mentors
- Read, Write Inc
- Lexia
- Maths Whizz
- Targeted literacy support including procession teaching
- Speech Link and language link along with personalized speech and language support
- Life skills
- Bespoke curriculums
- Ones of regulation

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Providing smaller and low stimulus environments for students
- In class support

5.8 Additional support for learning

Within the secondary phase we have an enhance resource facility that caters for the needs of students with autism and communication difficulties.

We have teaching assistants who are trained to deliver support and interventions to young people with autism. We have members of staff trained to deliver PECs in EYFS. We have teaching assistance, including HLTAs trained to deliver literacy interventions across the phases. We have teaching assistants trained to deliver speech and language interventions across phases. We have teaching assistants trained to deliver social, emotional and mental health support to students across phases.

Teaching assistants will support pupils on a 1:1 basis when students need very personalized intervention or significant support to access the curriculum in the mainstream.

Teaching assistants will support pupils in small groups when there a group requires targeted support around a similar area of need.

We work with the following agencies to provide support for pupils with SEND:

- STEPs
- Educational Psychologist
- CAMHs
- Speech and Language Therapy

- Clinical Psychologist
- Occupational Therapy

5.9 Expertise and training of staff

Our SENCO has been in the role since 2014. She has a PGCE for Specialist Teaching, NSENCO Award and a Post graduate Award of Proficiency in Assessment for Access Arrangements. The SENCO is allocated 17.5 a week to manage SEND provision.

We have a team of 41 teaching assistants, including a number of higher level teaching assistants (HLTAs) and lead TAs who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

We work closely with STEPs and healthcare professions to ensure that pupils with physical disabilities and impairments can access any specialist equipment needed to access the curriculum and manage the school environment. We also provide equipment for pupils who need alternative ways of working, where it has been identified through internal assessments or external agencies.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 7 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and teaching staff
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
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5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Support is provided by teaching assistants where needed. All pupils are encouraged to go on our trips including residential trips. All pupils are encouraged to take part in sports day, curriculum enrichment days, school performances and presentations. No pupil is ever excluded from taking part in these activities because of their SEN or disability instead enhanced support is offered.

We support pupils with disabilities

- By working with the pupil, families and external agencies to agree adaptations needed and risk assessing the placement.
- Ensure pupils can access all parts of school by, making signage clear and marking steps, use of ramps, having access to lifts in all school building with more than 1 level, adapting resources so that they are clear and legible for all and the use of sound fields and other equipment need for students to be able to hear any content that is delivered.
- You can find the school access policy here

<http://www.bemrose.derby.sch.uk/wp-content/uploads/2020/06/Access-Policy-June-2020.pdf>

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to work with the pastoral team to talk about their worries and concerns
- Having safe spaces for students to access during unstructured time, staffed by a team who are trained and experienced in providing emotional support.
- Having named learning mentors and pastoral staff for students to reach out to.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

External agencies that support students both in school and the community are invited to any meetings that take place to discuss the pupil's special educational needs, including annual reviews. The Bemrose School participates in team around the family meetings alongside health professionals, social care professionals and representatives from the local authority.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO, Deputy SENCO, Assistant Head Teacher – Inclusion or the Head Teacher in the first instance. They will then be referred to the school's complaints policy. You can find the complaints policy here <http://www.bemrose.derby.sch.uk/wp-content/uploads/2020/06/Complaints-Policy-July-2020.pdf>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents and carers who feel they need additional support for the young people with in their care should contact the SENCO or one of the deputy SENCOs who can signpost to specific services or help to complete requests and referrals for additional support from social care or other agencies.

Other agencies that offer support to families are:

The Local Offer – services and support for young people with additional Derby
<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

SENDIASS – for support and advice regarding school placements
<https://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/#:~:text=We%20provide%20free%2C%20legally%20based,diagnosis%20to%20receive%20our%20support.>

Support from Specialist Teachers and Educational psychology

<https://schoolsportal.derby.gov.uk/steps/>

Umbrella – Support within the community

<https://umbrella.uk.net/>

5.17 Contact details for raising concerns about pupil's provision in school

If parents or carers have concerns about the child's provision in school that they wish to raise with school they should contact in the first instance the student's head of house or class teacher. They will then be signposted to the most relevant member of staff in school who can resolve the concern.

5.18 The Local Authority local offer

Our Local Authority's local offer is published here:

<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

6. Monitoring arrangements

This policy will be reviewed by Ms Anne-Marie Kearney every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- <http://www.bemrose.derby.sch.uk/wp-content/uploads/2020/06/Access-Policy-June-2020.pdf>
- Behaviour
- <http://www.bemrose.derby.sch.uk/wp-content/uploads/2020/01/Behaviour-Policy-January-2020.pdf>
- Equality information and objectives
- <http://www.bemrose.derby.sch.uk/wp-content/uploads/2020/06/Equality-information-and-objectives-June-20.pdf>