



Special Educational Needs Policy

Adoption Arrangements and Date

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body:	CEO	Adopted:	March 2018
Leadership Grp Responsibility:	DSL	Date of next review:	March 2021
Policy Type:	Statutory	Review period:	3 year

Approved by Headteacher and DSL and adopted by the school in March 2018.

This is a Level 2 Policy against the Trust Governance Plan.

This procedure was adopted by the Board of Trustees of Tenax Schools Trust, for implementation in all Trust academies on the date above and supersedes any previous Safeguarding Policy.

Special Educational Needs Policy

Introduction

The objectives of the school in making provision for students with special educational needs (SEN) are to combine the principles and requirements of the Code of Practice for Special Educational Needs (2014) with the school's distinctive mission as a Church of England school. Bennett is committed to a specifically Christian view of the education of all its students, including those with special educational needs and disabilities. Bennett is a school where excellence is the aim for all, and where we seek to maximize the personal and academic achievement of students whatever their starting point. It follows that Bennett seeks to enable every child to access the curriculum and to benefit as fully as possible from it. We believe that teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to achievement. In most cases, such planning will mean that students with SEN and disabilities will be able to study a full curriculum. (SEN Code of Practice, 2014). However, we do also recognise that some students will need additional support for at least part of their school careers to enable such achievement and to access the whole curriculum.

We understand that partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Section A: School Arrangements

At Bennett Memorial School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This approach seeks to educate students with SEN within the classroom alongside their peers wherever possible. Sometimes effective inclusion may demand that some students with SEN require the individual provision of some support outside the mainstream classroom but this is done in order to overcome barriers to learning.

Following the SEN Code of Practice (2014) and the Equality Act 2010 we understand that students have Special Educational Needs if they have a learning difficulty which calls for special provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*.

The specific objectives of our SEN policy are as follows:

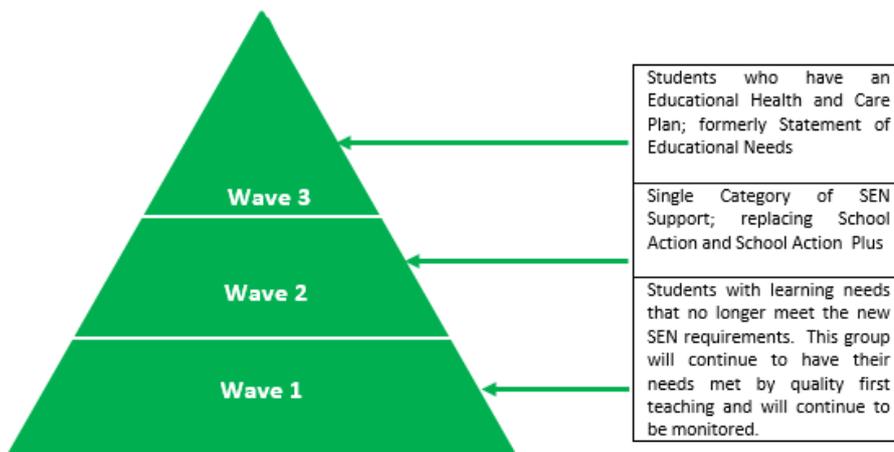
- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are fully informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

SEN provision is regarded as a whole school matter and all our teachers are teachers of students with special educational needs. We aim to support our teachers by providing them with information about students with special educational needs and advice on strategies for support. When necessary training will be provided to ensure that staff have the required knowledge to allow them to adapt their teaching, in order to meet the needs of all of our students.

The Local Governing Body with the Headteacher determine the School's general policy for the provision for children with SEN, establishes appropriate staffing and funding arrangements, monitoring provision, reviewing the policy and reporting to parents annually. The Local Governing Body has appointed one of its members to have particular oversight of the School's SEN provision.

The Headteacher has the strategic responsibility for overseeing, monitoring, evaluating and reviewing SEN provision and for keeping the Local Governing Body fully informed. The Headteacher works closely with the Learning Support Manager in doing so. The named SEN coordinator for the school is Miss Lynsey McFerran, hereafter identified as the Learning Support Manager.

The SEN registers in schools are changing nationally as a result of the new Code of Practice 2014. The categories of School Action and School Action Plus will no longer be used; instead they will be replaced by a wave structure outlined below and a single level of SEN support. Statements will be replaced with Education Health Care plans, EHC plans.



Co-ordinating and Managing Provision

The Learning Support Manager (LSM) is responsible for:

- The day to day implementation of the SEN policy
- Being the first point of contact for all students with statements of SEN or EHC plans, in collaboration with Year Managers
- Liaising with the Student Welfare team
- Liaising with and advising teaching staff and teaching assistants (TAs) on SEN matters
- Managing Teaching Assistants (TAs) in collaboration with relevant teaching staff
- Coordinating SEN provision
- Overseeing records of all children with SEN
- Contributing where appropriate to staff training
- Liaising with parents and relevant external agencies (Learning and Cognition Service, Social Services, etc)

Admission Arrangements

As Bennett is a Church of England Academy, the Governing Body is responsible for admissions to Bennett and exercises this responsibility using the oversubscription criteria. These are based on the religious affiliation of the parents and make no reference either to ability or to special educational need; the admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

According to legislation it is the responsibility of the LA to provide places for children with EHC plans, and there is a statutory consultation process which the LA is required to undertake with the school of the parents' choice, prior to the amendment of the EHC plan which takes place during year 6 and which names the secondary school which the EHC plan student will attend. Bennett collaborates fully, as the law requires, with this process, and responds to consultation according to whether Bennett can effectively meet the needs of the student, and whether their placement at Bennett would have an adverse effect on other students' welfare or education, which 'reasonable adjustments' on the part of the school could not address.

Section B: Identification, Assessment and Provision

Allocation of Resources

The SEN allocation is based on a % of the AWPU funding for all students 11-16 plus

- Number of students considered to be from deprived areas at different levels of deprivation funding (Income Deprivation Affecting Children Index IDACI)
- Number of students not achieving KS2 level 4 at English & Maths
- Number of EAL students

Plus a % of the lump sum (non pupil) given to the school in the formula grant

The SEN budget is determined each year according to the number of students on roll in January with Level 3 or below at KS2. All SEN costs (LSM, TAs, support teachers, administrative support, supply costs, materials and equipment and training) are taken from the delegated SEN funding.

The LSM in consultation with the Headteacher is responsible for the day to day use of these resources.

Approaches to Support

There is a designated suite of rooms set aside for the work of the Learning Support team. This Learning Support area provides an environment specifically for students with SEN. At break and lunchtimes the area provides a supervised safe haven for vulnerable students. There are ICT facilities here specifically for the use of students with SEN with relevant hardware and software available.

The school welfare team, which comprises of the Student Welfare Manager, the Student Welfare Officer, the School Nurse, the Achievement and Reintegration Manager and the School Chaplain, is also regularly accessed by students with SEN, particularly those with social and emotional needs. This also provides access to outside agencies such as professional counselling and Young Carers when necessary through Early Help Intervention and/or LIFT process.

It is also sometimes necessary to secure external expert provision for students in Wave 2 and 3. We currently access a range of specialist professionals in order to meet the needs of our students including:

- Speech and Language Therapy (SALT)
- Occupational Therapy
- Specialist Teachers
- How specialist equipment and facilities will be secured

Accessibility Plan and learning environment:

We consult with the Local Authority, specialist professionals and parents for guidance regarding the equipment and facilities that are required to meet the needs of our students. This is reviewed regularly and the recommended provision is planned for and implemented.

Identification, Assessment and Monitoring

The Code of Practice recognises four broad categories of SEN:

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory needs
- Social, Emotional and Mental Health

Students are identified as requiring learning support in a number of ways:

- Information from primary feeder school
- Existing EHC plan on arrival at Bennett
- KS2 or KS3 SATs
- Screening in English and Mathematics on entry into school
- Screening of students on the SEN register
- Referral by teaching staff
- Referral by Year Manager
- Information from parents
- Information from outside agencies, including the health service or social services

In line with the new SEN Code of Practice the SEN register will be reviewed at least three times during an academic year, at regular intervals. It may be that at these points students are moved onto or off the register and parents will be informed of such decisions in writing. If these decisions are made it will be in partnership with parents.

A Graduated response

The school adopts a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. Students who are identified as having special educational needs are then assessed, and the decision taken about whether their needs can be met wholly within the School or will require the involvement of other agencies and will necessitate more significant curriculum modifications. Such assessment may further result in consultation with parents regarding considering application for statutory assessment leading to an EHC plan.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves (SEN Code of Practice 2014).

We believe that SEN needs should primarily be met through what is described by 'Quality First Teaching'. This is described as high quality teaching that is differentiated and personalised in order to meet the individual needs of the majority of children and young people. Some children and young people will need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEN Code of Practice 2014). At times it may be that students' needs exceed our capabilities as a school, at which point we must declare this to parents and students to ensure the correct, alternative provision can be sought.

For students on the SEN register the school will deploy a range of strategies including:

- Information identifying the student's needs and suggesting alternative strategies will generally be devised and teaching staff will make appropriate arrangements for differentiating the curriculum.
- Students may, if appropriate to their particular needs, receive small group support teaching.
- Ensuring that ongoing observation and assessment provides feedback about students' achievements to inform future planning of learning

- Involving the student in planning and agreeing targets to meet their needs
- Involving parents in developing a joint learning approach at home and in school.
- Target setting for SEN students in line with whole school target setting.

In the case of students with a EHC plan a provision map is devised, taking into account the advice contained in the EHC plan from outside agencies.

At all stages parents are kept informed of the process.

The progress of students on the Special Needs Register is assessed and monitored in a number of ways:

- Teachers, form tutors and year managers provide assessments and information on a regular basis through the school's assessment and reporting process. This information is kept under review by the LSM
- The LSM annually screens the literacy levels of those on the register
- The LSM confers with Year Managers/ Deputy Head Welfare to review any students who should no longer be on the register

Curriculum Access and Inclusion

Bennett endorses the way in which the Teachers' Standards makes clear the responsibility of all teachers to 'adapt teaching to respond to the strengths and needs of all pupils'.

Our approach to the curriculum and to achievement is that all students are potentially able to master the foundations needed for successful attainment at GCSE. This means that we expect that all students will complete a broad range of GCSE qualifications. We believe that having such high expectations for all is a necessary basis for strong achievement.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. This approach seeks to educate students with SEN within the classroom alongside their peers wherever possible.

We aim to make reasonable adjustments to meet the needs of all students. This may include adapting the curriculum slightly and offering some support outside of the mainstream classroom. However, this is done on an individual basis in order to overcome barriers to learning so that the whole curriculum can be accessed.

Most support at Bennett is provided through in-class deployment of teaching assistants.

Teaching staff use a range of inclusive strategies to promote access to the curriculum and subject leaders are specifically charged to ensure that teaching is appropriately differentiated.

Specific curricular provision is made for some students in the form of a literacy support group in Year 9 and a social communication group can be initiated for identified students from Years 7 and 8.

A vocationally oriented course with some curriculum support focused upon literacy in years 10 and 11, which is offered alongside core and optional GCSE courses, adds breadth to our provision here.

Evaluation of SEN Provision

The success of the SEN Policy is evaluated in a number of ways:

- The LSM and Subject Team Leaders monitor the quality of classroom practice, as it relates to children with SEN
- Test results of individual students on the SEN register are monitored by the LSM, and where appropriate value added measures are also considered
- The Governors' Learning Committee regularly monitor procedures and practice
- Local Inclusion Forum Team (LIFT)/Early Help Intervention meetings are a further opportunity for evaluation of the success of individuals' provision
- Annual review of the SEN Development Plan
- SEN moderation process
- Parents as partners in the process of SEN provision are consulted and are able to contribute their views to the evaluation of the success of SEN provision to their children
- School self evaluation, using a number of approaches

Complaints

Complaints about the School's SEN policy should be addressed in the first instance to the Headteacher.

Complaints about the day to day implementation of the policy may be addressed to the LSM. Any such complaints will be fully investigated and a response given within ten days of receipt of the complaint. If the complaint cannot be satisfactorily addressed, the Headteacher will inform parents to whom they can take their concerns. This will depend on the nature of the individual complaint.

Section C: Partnership in and beyond the School

Staff Development

Training needs across the staff are identified annually in the review of the area development plans, including the Learning Support Department. These may relate to the education of children with SEN if training needs are identified in this area. Whole school training in relation to the education of children with SEN can and has been provided.

The LSM will be called on to advise on and, if appropriate, to deliver training on SEN to other teaching staff, as identified in the training development plan. The induction programme for Newly Qualified Teachers contains specific training relating to SEN.

Working with External Support Agencies

The School has arrangements for securing access to external support services for students with SEN. This may include liaison with special schools and other specialist provision. There is regular exchange of information between the LSM and these agencies, particularly at LIFT meetings.

Partnership with Parents

Bennett aims to ensure that:

- Parents are aware of SEN arrangements and understand that their involvement in the process is valued
- Parents are involved at the earliest opportunity after concern has been raised, either at scheduled consultation events or by personal appointment with the LSM

- Parents have reasonable access to the LSM to discuss their child's needs and, if relevant, the provision map
- Parents have a clear understanding of the role and remit of external support agencies
- Annual reviews for students with EHC plans are undertaken

Student Participation

Bennett aims to:

- Involve students in discussion of and planning for their educational provision
- Encourage independence and self advocacy
- Involve every student with an EHC plan in their annual review and incorporate their views and ideas into future targets

Links with Other Schools

Bennett aims to:

- Ensure transfers between schools are planned, monitored and supported so as to ensure successful transition for all students, including those with SEN (this will often involve the LSM attending Y6 review meetings)
- Co-operate with the Local Authority on achieving a co-ordinated approach to SEN provision, always though having regard to the Governors' published admissions criteria

Section D: Monitoring and Evaluation

Monitoring and evaluation of provision for students with SEN, and thus of the effectiveness of this policy, takes place in the following ways:

- For students with an EHC plan through their formal annual review with the involvement of appropriate outside agencies
- The LSM is line managed by the Deputy Headteacher
- All students with SEN are monitored using appropriate performance data by the LSM and Deputy Headteacher
- The Deputy Headteacher monitors all students' SATS levels and ensures that the Learning Support team addresses students whose profile is of concern
- The Local Governing Body receives an update regarding SEN provision at each of its meetings
- This policy is reviewed at least every three years by the Learning Support Manager and the Deputy Headteacher
- This policy is reviewed by governors at least every three years, and more often as statutory changes in SEN take effect.