



BLACON HIGH SCHOOL SUCCESS THROUGH PARTNERSHIP

Special Educational Needs Policy

VISION STATEMENT

Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.

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At Blacon High School all students are fully integrated into all aspects of school life, academic and social. The education of students with special needs is a partnership between school, parents/carers and students, and the school objective for students with special needs is consistent with the school's vision for all students:

“Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.”

1. Purpose

1) To enable the school to respond in a coordinated and effective way to the students identified as having special educational needs. This includes ensuring that students receive their full allocated entitlement to support, have access to the whole curriculum, and receive support so they achieve their personal, social and academic potential in line with The Special Educational Need and Disability (SEND) Code of Practice 2015. The Code of Practice sets out five core principles:

- a. Children with SEND should have their needs met
- b. Their needs will normally be met within mainstream schools
- c. The views of children should be sought and taken into account
- d. Parents have a vital role to play in supporting their children's education
- e. Children with SEND should be offered full access to a broad, balanced and relevant curriculum in the Foundation and later years

A child with special needs is defined (SEND Code of Practice, 2015, p15) as one having:

- has a significantly greater difficulty in learning than the majority of others of the same age
- 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

2) Four categories of need are identified in the SEND Code of Practice, however, it is important to note that students may cross the boundaries into other categories:

- **Communication and Interaction (CI)** – difficulties in one or more area of speech, language and communication.
- **Cognitive and Learning (CL)** – moderate learning difficulties across literacy, numeracy and memory skills.
- **Social, emotional and mental health difficulties** – exhibit mental health issues arising from complex special needs.
- **Sensory and/or physical needs** – a wide spectrum of sensory needs, multi-sensory and physical difficulties.

2. Admission

As Blacon High School is a mainstream school catering for students 11-16 years of age, the Local Authority (LA) Admissions Policy applies to all students. For students with an Education, Health and Care Plan (EHCP), the Special Educational Needs Coordinator (SENCo) will work closely with the Assessment and Monitoring team to ensure a successful admission.

3. Identification and assessment

All students are integrated fully into all aspects of school life, academic and social. To assist in the identification of students with Special Educational Needs the following procedures are used:

- Information will be collected from partner primary schools via school records and liaison visits to the primary schools by the SENCo
- Discussion with parents/carers at Open Evening, parents evening or visits prior to entry
- Discussion with outside agencies who support students
- Listening to the concerns of teachers and parents

Should further investigation be needed, more detailed assessment will be undertaken and One Page Profiles will be produced. This information will be disseminated to all staff electronically. The information held on students will always be a work in progress, and updated information and strategies will be added and available in the staff drive (W) under Inclusion. Having used the SEND pathway within school, those pupils identified as requiring further support will be entered onto the SEND register on our database.

Should a student's need require outside agency support this will be discussed with parents/carers and permission gained. A Team Around the Family (TAF) assessment maybe initiated at this point to support the student.

A confidential list of names of those students who have special educational needs (SEND Register) will be held in line with the school's confidentiality and data protection policies.

The Annual Review for students with Education, Health and Care plans and Top Up Funding will take place throughout the year when appropriate. Students with funding may need an interim review part way through the year if there are any significant concerns or changes.

There will be an on-going CPD (continued professional development) programme to ensure staff are fully informed about students with SEND, and the support required.

4. Access Arrangements for External Examinations

The SENCo will identify those students requiring specific access arrangements for external examinations and complete all necessary paperwork. The Examinations Officer will be responsible for organising this support once access arrangement have been granted.

5. Rationale for Students on Graduated Response Review

The information contained in this section sets out the schools rationale for students with special education needs and will inform lesson planning so that the barriers to learning experienced by identified students are reduced. The information should also inform assessment and ensure gaps in both progress and achievement are closed.

6. SEND support

Having followed Quality First Teaching and our SEND pathway, those students not making progress in line with their ability will be placed on SEND support. This may involve additional interventions from the school's usual differentiated curriculum.

7. Exit Criteria

Students will be reviewed and/or removed from the SEND register if they have made progress in line with their ability and require no further interventions. These pupils will continue to be monitored by the SEND team as part of a monitoring group. During this monitoring period, if students again require further intervention and support, or if their progress is no longer in line with their ability, they can be added back onto the SEND register.

8. Education, Health and Care Plan (EHCP)

When support through SEND support has proved to be insufficient to enable the student to make progress in line with their ability, it will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider asking the LA to increase financial support and/or consider a change of placement. This will involve either applying for Top up funding or an EHCP.

9. In Class Support Provision

A limited number of students have additional funding either via an Education, Health and Care plan or through Top Up Funding. The amount of funding is designated by the Local Authority according to need, and will be used by school in various ways to support the progress of the individual student.

Each department is responsible for students with special educational needs in its own subject area. Some students will work with a Teaching Assistant within their lessons. When Teaching Assistants are in lesson they are under the guidance of the class teacher to assist the learning of students on the SEND register. The subject leader will be responsible for the progress and achievement of the students and the data will be reviewed half termly. Then the SENCo monitors and supports progress.

10. Specific Learning Tuition

Students, mainly those with a diagnosis of dyslexia or specific learning difficulty, will also be withdrawn to work either 1:1 or in a small groups in order to develop skills to become more independent learners. They will also be set up with an IDL (International Dyslexia Learning) account to facilitate additional support which can also be accessed at home through this online programme. This is a speaking-computer based multi-sensory system which supports learners who experience difficulties with literacy or numeracy.

11. 1:1 Support

The subject leaders of English and Mathematics will be responsible for identifying students who are failing to make adequate progress and refer them to 1:1 support. Such students may have short term intensive tuition, and/or will also have access to IDL.

12. Mentoring

The Safeguarding and Inclusion teams, together with the Progress leaders, will identify and refer students who require mentoring to our learning mentors.

13. Nurture provision

Within school we have a nurture based provision which is split into either the Sanctuary, or Orion classrooms. Within these classes, there is a high staff to pupil ratio, and specialist teachers will teach these small groups via a differentiated curriculum. This provision can be for used for students who have varying needs and would struggle to access mainstream provision at this particular point in their school life. The aim is to support transition back into mainstream lessons when the time is right for the individual student.

14. The Role of the SENCo

The SENCo at Blacon High School will follow the guidelines set out for mainstream schools SENCos in The SEND Code of Practice 2015 (p 99, 108).

The SENCo, in collaboration with the Headteacher and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The SENCo takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual students with SEND, working closely with staff, parents and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.

In mainstream secondary schools the key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring and evaluating the progress and achievement of SEND identified students
- Liaising with and advising fellow teachers
- Managing the SEND team of teachers and Teaching Assistants, although the day to today operation of Teaching Assistants in departments will be the responsibility of Subject Leaders
- Coordinating provision for students with special educational needs
- Overseeing the records on all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LAs support and educational psychology services, health and social services and voluntary bodies.

15. Complaints Procedure

Students and parents who are unable to resolve issues with their School contact or SENCo are advised to follow the Complaints Procedure which is available from the School Office.

16. Special Education Needs Abbreviations

- AMO Assessment and Monitoring Officer
- ASD Autism spectrum disorder
- C&L Cognitive and Learning
- EP Educational psychologist
- LA Local authority
- LST Learning support teacher
- MLD Moderate learning difficulties
- EWO Education welfare officer
- OT Occupational therapist
- PEX Permanent exclusion (from school)
- PSP Personal support plan
- SATS School assessment tests/targets
- SENCO Special educational needs co-ordinator
- SALT Speech and language therapy
- SPLD Specific learning difficulties (for example, dyslexia/dyspraxia)
- SC Social Care
- TA Teaching Assistant
- TAF Team around the Family (Multi-agency team)