

Brentwood Ursuline Convent High School Policy



Special Educational Needs and Disabilities

Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School

Date: 10th March 2023

Signature:

Effective date of the policy: 10th March 2023

Review date of policy: March 2026

This policy is written in the light of the school mission statement.

Key people relating to this policy:

Head Teacher: **Dr Richard Wilkin**

SENCo: **Ms Theresa Orritt**

School Governor with SEND responsibility: **Mr Trevor Kemp**

All teaching and support staff

POLICY RATIONALE

The Governors and staff of Brentwood Ursuline Convent High School are committed to helping all students reach their full potential through high quality differentiated subject teaching. However, the school also recognises that many students at some point in their school career have special educational needs which may require support that is 'additional to and different from' that provided within the main curriculum to better respond to the four areas of need identified in the SEN Code of Practice (September 2014).

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

Arrangements are made to identify and provide support for these needs enabling students to overcome potential barriers to learning.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children have special educational needs or disabilities if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significant greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local educational authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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 (*Children & Families Act 2014*).

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools other than special schools, in the area ;
- b) for children under two, educational provision of any kind.

Definition in the Disability and the Equality Act 2010

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

OBJECTIVES OF THE SCHOOL'S SEND POLICY

The objectives of our SEND policy accords with the guidance provided in the SEN Code of Practice, 2014 and also reflect the aims and objectives of the school. The school recognises that the provision for SEND students is a matter for the school as a whole; in addition to the Governing Body, Head Teacher and SENCo all other operational staff have responsibilities.

FUNDAMENTAL PRINCIPLES OF THE SEN CODE OF PRACTICE

- To provide high quality classroom teaching that is differentiated to meet the needs of all students;
- To swiftly identify and endeavour to implement educational provision that is 'additional to and different from' the mainstream curriculum for those students who need it;
- Ensure that the views, wishes and feelings of the student and the parents¹ are considered and that they participate as fully as possible in decision-making;
- To operate a 'Student Centered' approach to the management and provision of support for special educational needs;
- To provide support and advice for all staff working with special educational needs.

CRITICAL SUCCESS FACTORS

That:

- the culture, practice, management and deployment of resources are designed to ensure all student's needs are met;
- all parties work together to ensure that any student's special educational needs are identified early;
- all parties adopt best practice;
- those responsible for SEND provision take into account the views and wishes of the student;
- professionals and parents work in partnership;
- professionals take account of parents' views;
- provision and progress is monitored and reviewed regularly;
- assessments are made in accordance with the prescribed time limits.

THE GRADUATED APPROACH IN SECONDARY SCHOOLS

Our school uses the Provision Guidance from Essex County Council to assess students and to place them on to the school's SEND List and / or to make an application for an Education, Health and Care Plan.

In line with the SEN Code of Practice 2014, where additional needs are identified, the provision guidance supports schools to work through a cycle of '*Assess, Plan, Do, Review.*'

ASSESS – the student is assessed through a range of means or tests to see where they are in relation to their start point and the expected progress to be made.

¹ Here and throughout this policy the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

PLAN – in conjunction with the class teacher, a programme of support will be planned to ensure that there are targeted outcomes for the work that is completed.

DO – the plan is put in place and the focus is predominantly on the targets and outcomes.

REVIEW – all interventions are reviewed to ensure that they have met the objectives and that there has been maximum impact on the student targeted. At this point, a decision will be made regarding the next steps of support for the student.

High Quality Teaching

At BUCHS all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a student has been identified as possibly having SEND they will be closely monitored by relevant teaching staff and the SENCo in order to gauge their level of need.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school that will aid in making adequate provision for their child.

SEN Support

A student who is identified as having a special educational need will be placed on the SEND register and given a Student Passport. This is a document which gives staff information about a student. It is based around a person centred approach and allows the young person, the parent and the school to work together to improve the outcomes for the student.

Student Passports will be reviewed annually in an arranged meeting with the SENCo.

Parents are encouraged to contact the school between these Review points if they have any questions, queries or want an update on their child's progress.

The SENCo, together with the learning support team, should take the lead in:

1. any further assessment of the student;
2. planning future interventions for the student in discussion with the student, parents, colleagues and relevant external agencies;
3. monitoring, recording and reviewing the action taken.

As students progress, they may be taken off the SEND register when their needs no longer require special educational provision. They will however, be closely monitored to ensure that they are making expected progress over time.

PARENTS

Our School believes that working with parents and carers is vital in ensuring that outcomes for young people are understood, met and supported in the correct way. There are a number of ways that the school does this:

- **One Plan Meetings**

Students who have SEND have a Student Passport. This passport allows the school and parents to set targets, review progress and structure support. Meetings are held with a person centred approach and should take around 30 – 60 minutes. These meetings will include the SENCo, the student, parents and, if necessary key representatives from outside agencies and professionals within the school.

- **Students with an Education, Health and Care Plan, (EHCP)**

Each student with an EHCP will have one meeting per term with the SENCo. One of these meetings will be the full annual review. The views of parents and carers are vitally important in the Annual Review of Education Health and Care Plans. Parents and carers are invited to these meetings and their views are sought before these meetings and during these meetings. Targets are set in conjunction with parents, carers and young people to ensure that they are relevant, focussed and measurable.

- **Parents Evenings**

Parents Evenings take place at least once per year for each year group and provide a good opportunity for parents to speak to subject teachers about their child's progress.

- **Meetings**

Meetings can be booked at any time by contacting Learning Support and speaking to the SENCo.

RESPONSIBILITIES OF STAFF AND GOVERNORS IN THE SCHOOL

Each member of staff in the school has a clear responsibility for teaching, monitoring and development of young people with SEND.

The Governing Body are Responsible for:

- Supporting the implementation of the Special Educational Needs Policy;
- Ensuring that the relevant legislation is applied in accordance with all legal responsibilities;
- Monitoring the work of Learning Support.

The Headteacher (or nominated member of SLT) is responsible for:

- Ensuring that the policy is implemented fairly and consistently within the school's context and to the benefit of the students;
- Line Managing the SENCo;
- Dealing with parental concerns when escalated past the SENCo;
- Monitoring and supporting the work of Learning Support in line with the criteria of Performance Management.

The SENCo and Senior Members of Learning Support are Responsible for:

- Overseeing the records on all students with SEND;
- Liaising with parents of students with SEND;
- Contributing to the in-service training of staff;
- Leading and managing the Learning Support team members;
- Conducting Annual Reviews and Student Passport Meetings;
- Liaising with outside agencies and professionals to ensure that the holistic aspects of a student's educational experience are met;
- Monitoring the progress of students with Special Educational Needs;
- Setting the timetable for Learning Support Assistants;
- Applying for Access Arrangements and arranging the testing that needs to be done to be compliant with JCQ Guidelines.

Teachers are Responsible for:

- Teaching students with Special Educational Needs within mainstream classrooms;
- Differentiating within their classrooms so that all students can access the curriculum and the tasks that are set;
- Monitoring the progress of young people with SEN to ensure that they are making progress in line with their minimum target grades;
- Liaising with Learning Support about concerns that they have regarding individual students;
- Implementing all strategies listed on a Student's Profile;
- Approaching Learning Support if they have training needs;
- Completing all paperwork sent out by Learning Support and returning it as requested;
- Implementing all aspects of the Special Educational Needs Policy and the Code of Practice.

MONITORING AND EVALUATION

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate teaching, learning and student achievement. However, to ensure expected progress is being made by SEND students more focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions;
- Lesson observations and student interviews to evaluate the effectiveness of the strategies listed on provision maps;
- Termly review meetings and annual reviews;
- Work scrutiny with selected pupil groups.

Evaluating The Policy - Success Indicators:

- Evidence from reviews;
- Parental views;
- Student self-assessment;
- Specialist test results as relevant to individual children;
- Staff awareness of the SEN register and the Code of Practice;
- Departments differentiating schemes of work;
- Public Examination results.

In the event of a parent wishing to make a complaint, please refer to the school's Complaints Policy (available on the School Website) and Procedure (available on request to the school).