

## **ST BARTHOLOMEW'S SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

**Reviewed by the Learning and Achievement Committee, Spring 2017**

**Approved by the Full Governing Body, Spring 2017**

**To be reviewed Spring 2018**

#### **1. AIMS AND PURPOSE:**

The Special Educational Needs & Disabilities (SEND) Policy reflects the School's aim to value every individual equally, providing opportunities for all students to:

- fulfil their potential
- develop confidence and self esteem
- enjoy and value learning
- develop personal responsibility and respect

The fundamental objective of the School's SEND policy is to provide the supportive framework within which students requiring assistance are identified in order that teaching and learning is matched to the students with special educational needs and disabilities as set out in the new SEND Code of Practice 2014. The parents and students will be involved in the decision making on how best to support learning.

#### **Special Educational Needs and Disabilities are defined as:**

A child of compulsory school age or a young person has a learning difficulty or disability 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/her making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post 16 institution

#### **2. GUIDANCE**

The Head of Faculty: Personalised Learning, leads the implementation of the SEND policy.

##### **2.1 The Graduated Approach in the Secondary Sector**

In line with the SEND Code of Practice 2014, SEND is supported through the 'Plan, Do, Assess, Review' process.

When staff identify that a student has SEND (Special Educational Needs / Disability), subject teachers, in consultation with the SEND Co-ordinator (SENCO), devise interventions

additional to or different from those provided as part of the School's usual differentiated curriculum offer:

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme – an Individual Student Achievement Plan (iSAP) will usually be devised and discussed with parents / carers and the student.
- The SENCO could take the lead in –
  - planning future interventions for the student in discussion with colleagues
  - monitoring and reviewing the action taken
  - Involving help from other external agencies, and disseminating advice and support from these agencies to teachers.

## **2.2 Education Health and Care Plans (EHC Plan)**

Some students will have special educational needs and disabilities greater than that which can be supported at school level. These students could have an EHC plan. EHC plans are replacing the Statements of Special Educational Need and provide additional funding and expected outcomes for the child with SEND. A plan will be put in place so that special educational needs and disabilities provision can be made for the student. The provision must be additional to what can reasonably be provided by a mainstream school.

- Subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme with the help of the SENCO and other advice from outside agencies.
- An Individual Support and Achievement Plan (iSAP) will be devised and reviewed on a regular basis.

The SENCO would take the lead in -

- Involving help from external agencies, and disseminating advice and support to teachers.
- Monitoring and reviewing progress of interventions and attainment.
- Reviewing the EHC plan formally once a year in a meeting chaired by the Deputy Headteacher: Student Progress & Inclusion or her representative, involving the parents, SENCO, Tutor, Teaching Assistant and other professionals, as appropriate.

## **2.3 The role of the Personalised Learning Faculty is to:**

- Identify students with special needs and disabilities including both the less able and the more able.
- Assess students identified by the Personalised Learning Faculty and by other departments and Faculties.
- Support identified students in class via Teaching Assistants, or in small withdrawal groups.
- Work with classroom teachers to develop further their classroom methods of differentiation to ensure that students are suitably supported, extended and challenged.

- Provide training for staff on aspects of special needs and disabilities.
- Provide advice on appropriate strategies to meet students' needs.
- Set up structures to monitor and report on the progress and development of individual student

## **2.4 Working with Parents and Students**

The SENCO, pastoral and all other staff, have an important role in developing positive and constructive relationships with parents / carers. The school will be involved in the Local Authority's Parent Partnership service with respect to students with SEND.

The SENCO would also take into account the views and wishes of the student.

It is also recognised that all students with SEND should be offered a broad, balanced and relevant education, including the appropriate parts of the National Curriculum.

## **3. IMPLEMENTATION**

### **3.1 Admission Arrangements**

The school admits students who have been identified as having special educational needs and disabilities; good primary liaison ensures that the full records are transferred. There is an early review of each student's special educational needs and disabilities and the provision is put in place. The new intake into Year 12 is also screened for special educational needs and disabilities. All other students with SEND are placed on the Special Needs and Disabilities Register where their provision will be met through the 'Plan, Do, Assess, Review' strategy which involves input from all staff.

### **3.2 Identification of SEND**

Information to generate a profile of each student is gathered from

- Transfer information on entry to the School
- Year 7 screening tests in reading and spelling and Cognitive Abilities Tests (CATs)
- Subject staff, Tutors and House Heads
- If further assessment is needed, the SENCO can assess for Specific Learning Difficulties (SPLD).

This information is used:

- To identify students on the Special Educational Needs and Disabilities Register.
- To inform the implementation of the various intervention programmes, with respect to Literacy and Numeracy at KS3 and social and emotional support strategies throughout the school.
- To produce Individual Student Achievement Plans (iSAPs) and inform Pastoral Support Programmes (PSPs) and Personal Education Plans (PEPs) for looked after students in the care of a Local Authority, which are published to staff.
- To inform subject teachers in their planning of appropriate teaching and learning strategies, Tutors and House staff who are working daily with students.
- To provide information to the co-ordinators for Able, Gifted and Talented students.

### **3.3 SEND Register**

The Special Educational Needs and Disabilities Register, giving details of interventions, is maintained by the SENCO.

### **3.4 Individual Student Achievement Plans (iSAPS)**

The development of students with special educational needs and disabilities is fostered through carefully structured iSAP's which are regularly reviewed and support high levels of achievement for all. Students are involved in both the target setting, and review process. Use is made of Information Communication Technology (ICT), where appropriate.

### **3.5 Access to the National Curriculum:**

All subjects deliver the National Curriculum to students of all abilities, including students with special educational needs and disabilities. At KS4, a small number of students follow a work related programme.

### **3.6 Class size**

One aspect of the school's policy of maintaining tutor groups of 26 is to support students with special educational needs and disabilities.

### **3.7 Integration**

Students with special educational needs and disabilities are integrated, through the House and tutor system, and in curriculum areas where mixed ability grouping is appropriate.

### **3.8 Assessment Support**

Students with special educational needs and disabilities have access to support, as appropriate, for assessment at each Key Stage.

## **4. THE SEND POLICY IN PRACTICE**

### **4.1 Staffing**

- One full time teacher, who is the designated SENCO.
- Teaching Assistants who report to the SENCO.

### **4.2 Meetings**

The SENCO attends the half termly House Head and Academic Board meetings.

### **4.3 Responsibilities**

- Teaching Assistants report to the SENCO, who reports to the Deputy Head, Student Progress and Inclusion.

### **4.4 Training and Development**

The team produces an annual Team Development Plan.

#### 4.5 Links

- Outside Agencies

The SENCO works with the Deputy Headteacher: Student Progress & Inclusion and therefore with the following external professionals on a regular basis:

The Educational Welfare Officer  
Equality Services  
The School Nurse  
The Educational Psychologist  
The Sensory Support Services  
The Occupational Therapist  
The West Berkshire Cognition and Learning Team  
Specialist Support services linked to various aspects of SEND

- Governors

The SENCO meets with the Governor who holds responsibility for Special Educational Needs and Disabilities. The SENCO contributes regularly to the Head Teacher's Report to Governors.

- Parents / Carers

SEND issues are reported in a formal way in the Annual Report to Parents / Carers. The parents / carers of all students with an EHC plan attend an Annual Review Meeting, chaired by the Deputy Headteacher, Student Progress and Inclusion to discuss individual progress and provision. Once these students turn 14 years of age, the local West Berkshire Education Authority chair a 14+ Review Meeting and a Transition Plan is drawn up. This consultation involves advice from Adviza the Careers Service provider who works with St Bartholomew's School, and possibly other external agencies.

- Other Schools

Primary:

The SENCO visits all students with EHC plans in the Year 6 feeder schools who are coming to St Bartholomew's School and is invited to their Year 6 Annual Review Meetings. Additional transition sessions are provided for SEND students where this is deemed beneficial in supporting a smooth transition to St Bartholomew's School. Primary Liaison ensures that full details of all new entrants are received by the SENCO before the end of July.

Secondary:

The SENCO attends the West Berkshire area, twice termly SENCO meetings, where common issues and new developments are discussed.

Tertiary:

Work related co-ordination is implemented through close liaison with the West Berkshire Education Business Partnership who support a Work Related Learning Programme in Key Stage 4.

#### **4.6 Provision for Personalised Learning**

Personalised Learning at St Bartholomew's School offers literacy and numeracy support and intervention for students at KS3, using small group and individual work. Personalised Learning may also offer additional support for students who would benefit from taking only one language in KS3.

The area acts as a resource for staff, providing guidance on appropriate strategies to meet individual needs.

The whole school policy of investing in small class sizes means that individual students' special educational needs and disabilities are addressed more easily by the classroom subject teachers.

Students on the Special Needs and Disabilities Register, including those with EHC plans, are supported in the classroom by trained Teaching Assistants (TAs). Some TAs are deployed to provide increased support for named students and others. Funding is generated from funding for EHC plans and audit funding.

#### **4.7 Individual Targets**

Specific short term targets are set and regularly reviewed. Students are involved in both the target setting, and review process for Individual Student Achievement Plans, Pastoral Support Programmes and Personal Education Plans for looked after students in LA care.

#### **4.8 Exam concessions**

The SENCO and trained assessors work with the School Examinations Office to ensure that the appropriate examination concessions are granted for certain students at both KS3, KS4 and KS5 levels. These concessions vary from: a small group venue, a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor (IT), rest breaks, and extra time.

#### **4.9 Inclusion**

All students on the Special Needs and Disabilities Register are fully included in mainstream school life at St Bartholomew's, where appropriate. Every student is in a mixed ability House based tutor group. All students are encouraged to take part in all aspects of school life; sport, drama and music competitions, educational visits and all extra-curricular activities. Students with special needs and disabilities are encouraged to use the Independent Study Club in the Personalised Learning area and other Faculty Clubs at Activity time. The library is also available for further supported study before and after school. Any withdrawal lessons for 1:1 / small group interventions are carefully planned to minimise disruption to other curriculum subjects, and are co-ordinated with interventions in other areas. For example, all withdrawal is on a rolling programme, so students do not regularly miss the same single lesson.

The SENCO or specialist teacher may identify a student that will benefit from using assistive technology within the classroom to support learning. This can range from reading pens, word processing and speech recognition technology.

#### **4.10 Complaints Procedure**

Complaints regarding SEND students will follow the same procedure as with all other students and will involve the SENCO, Tutor, House Head, and Assistant Head and Deputy. The SEND Governor may also be involved in these procedures.

### **5. EVALUATION**

The effectiveness of the School's SEND policy is reviewed through the annual SEND Report to Governors. Criteria for evaluating the success of the policy will include reporting

- on the increase in individuals' literacy and numeracy skills by regular testing
- on the levels of progress made by all individuals noted on the SEND register
- on whole school results in areas such as whole school unauthorised absence, and results of successful social inclusion and parental attendance at Annual Review meetings
- on whole school examination results, at KS3, KS4 and KS5.

These inclusive figures will reflect the success of the SEND Policy at St Bartholomew's.

#### **Policy Review**

This SEND Policy is reviewed by the Governors' Learning & Achievement Committee, and approved by the Full Governing Body annually.

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Signed by Chair

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Date