



# **South Bromsgrove High**

## **Special Educational Needs and Disability Policy**

**Reviewed by the Governing Body**  
**Next review due**  
**Policy responsibility**

**July 2020**  
**June 2021**  
**SENCO**

## Special Educational Needs And Disability (SEND) Policy

**At South we believe that all students should achieve their potential and have access to the support and enrichment, which allows them to do this.**

### Aims

- To provide every student with access to a broad and balanced curriculum
- To ensure the needs of all students are met
- To provide students with strategies for dealing with their needs in a supportive environment
- To raise the aspirations and expectations of all pupils with SEND
- To provide equal opportunities for all

### Objectives

- To identify the students who need additional support
- To inform staff of students' needs and means of meeting them
- To make appropriate provision that ensures students with SEND have full access to the National Curriculum
- To monitor the progress of students with SEND
- To work with parents and guardians
- To work alongside the support of outside agencies
- To encourage students to become part of the school community by participating as much as possible in school life (e.g. Duke of Edinburgh's Award, Eisteddfod)
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented

### Roles and responsibilities

- The Special Educational Needs Co-ordinator (SENCO) works with students, staff, parents and outside agencies
- SEND Governor
- Assistant SENCO
- Co-ordinator of the Learning Support Unit (Brookside)
- Pastoral staff

### Arrangements for coordinating SEND provision

- The SENCO will hold details of all SEND support records such as the SEND register, strategy sheets and reports from external agencies.
- The SEND register links to students' strategy sheets where applicable and information is on BROMCOM, including flags to highlight SEND students for staff
- Practical advice and information documents about different types of SEND are on the M drive for staff

### Facilities for students with SEND

- The school has been built to meet all planning regulations with disability accessibility in mind. We have an elevator to ensure that there is access to all floors and suitable access to the school both at the front and side of the building. Disabled car parking spaces are available close to the front entrance.
- There are disabled toilet facilities on each floor and a bathroom management area on the first floor.

### Identification of students' needs

We adopt the definition of SEND as stated in the Special Educational need Code of Practice 0-25 Guidance (2014).

A child or young person has SEND if they have a learning difficulty or disability which calls for Special Educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Within school, students with SEND are identified on the school SEND register so that provision to meet their needs can be planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision. Some students will have a strategy sheet to support identification of their needs in the classroom.

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.

### A graduated approach: 'Every Teacher is a Teacher of SEND'

Our primary focus is Quality First Teaching: 'The baseline of learning for all pupils'

All teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of students.

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

2 Once a pupil has been identified as possibly having SEND they will be monitored by staff in order to gauge their level of learning and possible difficulties.

3 The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

4 The SENCO may be consulted for support and advice and may wish to observe the student in class.

5 Through the above actions it can be determined which level of provision the pupil will need.

6 If a pupil has recently been removed from the SEND register they may also fall into this category of being outside the range of expected academic achievement. If so, continued monitoring will be necessary.

7 Parents will be informed of every stage of the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

8 The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9 Review meetings and parents' consultations are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress

### Code of Practice

#### SEND Support:

- Some children need educational provision that is additional to or different from that made generally for other children.
- Where it is determined that a pupil does have SEND, parents will be advised of this before inclusion of the individual on the school's SEND register.
- There are three levels of support that we may employ

#### Levels of support

These support strategies and interventions tie in with the focus on waves of support in schools. Wave 1 is excellent teaching. Wave 2 provides one to one, or small group interventions on top of usual lesson support. It could also include support from County **and external** agencies.

**Wave 3 looks to provide a much more personalised, and possibly alternative curriculum.**

We liaise frequently with a number of external agencies, for example:

- Educational psychologist

- Social services
- Family Front Door
- Hearing or Visual Impairment Services
- School Nurse
- Community Paediatrician
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Occupational Therapy
- Chads Grove Outreach

Referrals to these services may be made by the SENCO, Head of Year or Pastoral Support Staff.

### Supporting Students with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students with a medical condition may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEND code of Practice (2014) is followed in these cases.

### School request for a statutory assessment

For a student who is not making adequate progress, despite a period of support on SEN support, and in agreement with the parents/carers we may request the LA to make a statutory assessment in order to determine whether it is necessary for the student to receive an Education, Health and Care Plan. We are required to submit evidence to the LA. The LA will make a judgement about whether the student's need can continue to be met from the resources normally available to school. This judgment will be made using the LA's current criteria for making a statutory assessment.

### Education, Health and Care Plans (EHCP)

A student who has an EHCP will continue to have arrangements as for SEN support, and additional support that might be provided through funds made available through the EHCP. There will be an annual review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made. Interim reviews will also be carried out where necessary.

Students with EHCPs are encouraged to follow a broad and balanced curriculum alongside other students. Support and curriculum enrichment is carefully planned and resources are used to support students so they are able to fulfil their potential. Parents, students, teaching assistants and appropriate outside agencies are invited to the review. Parents are also invited

to review their son or daughter's progress at the many parent consultation opportunities and at Annual Review Day.

#### Links with other schools/Transition Arrangements

Regular meetings are held with feeder middle schools concerning SEN issues and students' needs. Concerns about particular needs will be shared and discussed. Where necessary the SENCO will arrange further meetings with appropriate staff and/or parents/carers. Teaching and support staff can access the SEN database and information concerning alternative curriculum and intervention electronically at the start of the Autumn Term.

#### Admission arrangements:

- South Bromsgrove High became an Academy in 2013 and was designated as a National Teaching School in 2014. The Academy is its own admission authority and makes decisions about admitting students including the nature of the admissions criteria. The school, however, abides by the School Admission Code (2012), which includes requirements such as cooperating with the Local Admissions Forum, the co-ordinated admission scheme of the Local Authority (LA) and the provision of places for students who have Special Educational Needs or who are Looked After.
- Students for whom South Bromsgrove High has been named as a school on their Statement of Special Educational Needs will automatically be offered places and these places will be deducted from the 335 places available.
- If parents are considering whether South Bromsgrove High should be named on their child's statement on their Education Health Care Plan (EHP), then the SENCO should be involved in the review at that time. The SENCO may indicate concern if the school feels that it will not be able to meet the child's needs or that to admit a particular student would have a significantly detrimental impact on other students.

#### Evaluating the success of our SEND Policy

Every year we analyse the data on our students on the SEN register. We use this to help plan our provision. This information provides targets for development planning for the new academic year. Whole school monitoring may include work sampling and lesson observations, parental feedback, student questionnaires and we always look to build on successful practice. The policy will be reviewed annually.

#### Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or the Head of Year who may refer your concerns to a more senior member of staff if needed. If you are not entirely happy

you should contact the Head teacher. The school has a formal complaints policy which can be found on the website.

[Link to Worcestershire Local Offer](#)