

BRINE LEAS SCHOOL

An Academy

POLICY STATEMENT FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

GUIDING PRINCIPLES

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- At Brine Leas School, we have high expectations and set suitable targets for all students.
- At this school, a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education, Health and Care Plan) or Statement of Special Educational Need where it has yet to be transferred over.

TERMS

- SEN refers to a Special Educational Need. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – introduction xiii and xiv.)
- AN refers to an Additional Need, not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in this school.

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with ASEND.
- To ensure that every student experiences success in his / her learning and achieves to the highest possible standard.
- To enable students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to take part in the life of the school.
- To work in partnership with parents / carers.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEN.

- To work closely with external support agencies, where appropriate, to support the needs of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

RESPONSIBILITIES AND RESOURCES

The Special Needs Co-ordinator (SENDCO), in collaboration with the Principal and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDCO also provides professional guidance to colleagues to secure high quality teaching for students with SEN. Mrs G Josephs currently holds this post.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with ASEND. The Principal works closely with the SENDCO and keeps the Governing Body fully informed of ASEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the Code of Practice 2014: 0 to 25years.

The Governing Body: the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governor for this school Mrs S Okell

ACCESS ARRANGEMENTS AND FACILITIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The school is a building with many steps and stairs. There is, however, disabled access at the front of the building and 2 lifts that provides access to parts of the school. There are disabled toilets on the ground floor. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting Students with disabilities.

There are facilities for small group/individual teaching in the LEC.

All members of the school community, including students, are invited to inform the school of any disability they have.

The school works with the Medical Team to ensure that appropriate Health Care Plans are in place for all relevant students.

RESOURCES

Delegated funding for students with an EHCP/ Statement of Special Educational Need is used to pay the salaries of dedicated staff to meet the needs of those students together with any resources / provisions that are deemed appropriate to enable a student to access their learning and have been identified as such in their EHCP/ Statement of Special Educational Need.

Other devolved funding is allocated to support the needs of students with Additional Needs where required.

Pupil Premium money is carefully allocated to support the children for whom it is targeted. Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the students' profiles.

IDENTIFICATION, ASSESSMENT AND REVIEW

Brine Leas School follows the SEND Code of Practice 2014: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

Assess: the subject teacher, Year Leader and SENDCO should clearly analyse a student's needs before identifying a child as needing SEN support.

Plan: parents / carers will be notified whenever it is decided that a student is to be provided with SEN support.

Do: the subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning

Review: the effectiveness of the support should be reviewed in line with the agreed date. Students receive a differentiated curriculum and those who fail to make the expected progress are initially identified by subject teachers but also directly by the SENDCO. The school has a system whereby any members of staff can raise concerns/issues with the Tutor, Year Leader, SENDCO or a member of the Senior Leadership Team about a child with potential SEN or other barrier to learning. We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

In the school, we use a range of assessment data eg, relevant family/medical history, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling tests, WRAT and behaviour observations to determine where support is needed.

Students who fail to make expected progress on the basis of accumulated evidence are placed on an additional Needs Register and are monitored. Parents / carers are consulted about support that needs to be put in place.

ADDITIONAL NEEDS

At this stage, individual progress is monitored by the SENDCO, Subject Leader and Year Leader. Occasional advice may be sought from external agencies to inform effective intervention where it is felt appropriate. Support is closely monitored against short-term outcomes, agreed with students and parents/carers, and these are reviewed regularly at times agreed with all concerned. If a student fails to make expected progress, advice may be sought from external agencies which may include social as well as educational services. At this stage, an SEN need may be identified.

Four Categories of SEN – Broad Areas of Need

1. Communication and interaction, including:-
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)

2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties – where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment)
 - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).
3. Social, Emotional and Mental Difficulties: They include:
 - A wide range of difficulties that manifest themselves in many ways eg: becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder.
 - OCD (Obsessive Compulsive Disorder)
4. Sensory and /or Physical Needs, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

SPECIAL EDUCATIONAL NEEDS

If children are formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan).

On gathering all relevant advice about a student's progress, a Needs Assessment application will be made to the County SEN team who may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

All class teachers have access to the needs of the students they teach identified as having Additional and Special Educational Needs through BromCom and liaison with the SEN dept.

REVIEW MEETINGS

Review meetings are held for all students on the Additional Needs register as needed. Parents/carers and students are invited to attend as well as the class teacher and Teaching Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. Decisions made at the meeting will form the basis of a School Focus Plan which will be shared with all concerned.

For students with an EHCP, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

THE SEN AND AN REGISTERS

The registers are updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to be placed on either register will provide the following evidence to the SENDCO:

- Class record (e.g. Record of Concerns)
- Results from any curriculum tests
- Evidence of strategies already in place
- National Curriculum levels
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace

CURRICULUM

To enable access to the curriculum for students with ASEND, the school provides:
e.g.

- Differentiated work
- Specialist teachers
- Teaching Assistants
- Individual/Bespoke timetables
- Intervention resources
- Specialist equipment
- Emotional Literacy
- Speech and Language Intervention
- Counselling
- Anger Management Support
- Literacy Intervention
- Numeracy Intervention
- Mentoring
- Dyslexic Support

The above form part of the school's offer.

COMPLAINTS

The school works, wherever possible, in partnership with parents / carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and heard according to the school's complaints policy and procedure.

EXTERNAL SUPPORT

The school will seek support from external agencies when a pupil has a barrier to learning or where it is identified in their EHCP or Statement of Special Educational Needs.

Agencies include:

- The Educational Psychology Service
- SALT (Speech and Language Team)
- Paediatric Therapy Services (Occupational Therapy)
- Behaviour Support Service
- CEAT (Cheshire East Autistic Team)
- Cheshire East SEN Team
- The School Nurse/ Medical Needs Team
- Education Welfare Service/ Family Liaison Officer
- Hearing Support Service.
- Specialist Inclusion Services (e.g. ASD Team)
- Social Care /CHECS/Catch 22
- Children and Adolescent Mental Health Service
- CEAIS (Cheshire East Advisory and Information Service)
- Virtual Schools: to determine the arrangements to support children who are looked after by the Local Authority and have SEND

The school will also seek support from voluntary and private agencies as required.

THE LOCAL OFFER

The purpose of the local offer is to enable parents / carers and young people to see more clearly the services that are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire East's Local Offer can be currently found at :-

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

LIAISON WITH PARENTS/CARERS

The school works in partnership with parents / carers where concerns are raised and in accordance with the 2014 SEN Code of Practice: 0 to 25years.

- If the class teacher has an initial concern about a student's progress, parents / carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a pupil on to the Additional Needs Register, then parents / carers will be fully informed at all stages. At this stage parents / carers will be told about CEAIS.
- Parents / carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' / carers' comments are sought prior to the review report being drafted and are incorporated into the final report.

CONSULTING YOUNG PEOPLE WITH ASEND

Children's views will be sought and taken into account during the review process and at other key times throughout the year.

TRANSITION ARRANGEMENTS

Transition reviews for Year 6 pupils are held, once a pupil has been given a place at the school. Where possible, the SENDCO or member of the team will attend the Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits to help ensure a positive transition.

SEND students who are moving between key stages will have transition arrangements in place either prior to joining the school or, in the case of post 16, prior to leaving.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and non-judgmental attitude throughout all areas.

REVIEW FRAMEWORK

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Prepared/updated by: R Oakes/G Josephs	Date: 30 th November 2016
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