



# **Special Educational Needs and Disabilities Policy**

Date Ratified: February 2016

Date Reviewed: November 2016

Next review: June 2017

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS:**

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the Local Education Authority
- Are under compulsory school age and fall within the definition/s above or would so do if special educational provision was not made for them

Students 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.

## **DEFINITION OF ADDITIONAL EDUCATIONAL NEEDS (AEN)**

All students are unique and have their own educational needs. The educational needs of most students can be met within ordinary classes.

It is likely that many students will have additional needs at some point in their school career and this can be for a variety of reasons. Some of these will require some form of extra support; these needs are referred to as additional educational needs (AEN). Additional educational needs include:

- Social Emotional and Mental Health Needs (including Behavioural difficulties)
- Learning difficulties (including SpLD)
- Physical disabilities or severe/complex medical conditions
- Attendance issues
- Language difficulties
- Sensory impairment
- Vulnerable children such as Looked After Children, travellers, ethnic minority students, excluded students.

## **OUTSIDE AGENCIES**

These may include:

- EP- Educational Psychologist
- SLT – Speech and Language Therapist
- PT- Physiotherapist
- HI- Hearing Impairment Team
- VI- Visual Impairment Team
- CAHMs- Child and Adolescent Mental Health Service
- School Nurse
- ESW- Education Social Welfare
- SS- Social Services
- Specialist Sickle cell Nurse
- Alternative Provision

**This policy takes account of:**

- Bow school's related policies and strategic plans including:
- Safeguarding and Child Protection Policy November (2016)
- Working Together - Building and Maintaining Positive Working Relationships at Bow School, (incorporating Behaviour, Attendance and Anti-bullying Policies)
- Equalities Policy 2014
- Supporting Students with Medical Needs Policy (November 2016)
- DfES, *Special Educational Needs Code of Practice January 2015*.
- DEE 2001. *Special Educational Needs and Disability Act 2001*. Department for Education and Employment, London, HMSO.
- Removing Barriers to Achievement – The Government Strategy for SEN 2004
- The Disability Rights Commission (DRC) Code of Practice for Schools- Disability Discrimination Act 2005
- The Student's Act 2004
- Exclusion from maintained schools, Academies and pupil referral units in England February 2015

**EQUAL OPPORTUNITIES**

Policy statement on Equal Opportunity:

Equal opportunities should permeate through all aspects of school life, and is the responsibility of every member of the school community. The teaching and learning of Special Educational Needs will be in accordance with our current Equal Opportunities policy.

All groups of students should be planned for and objectives and success criteria should be differentiated for Additional Educational Needs.

The outcomes of all groups should inform analysis of provision and any necessary actions. Systems and procedures for students with AEN will be integrated into the overall arrangements for all students.

Staff Responsible: Mrs Arlette Matumona (SENDCO)  
Mr John O'Shea (Senior Deputy Headteacher)

SEND Governor: Ms Maureen Lajolie

Headteacher: Mrs Cath Smith

## **BOW SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS**

### **Aims:**

At Bow School we have high expectations of achievement for all students. We promote personal growth through this achievement for all members of the community.

All students at Bow have access to their full educational entitlement.

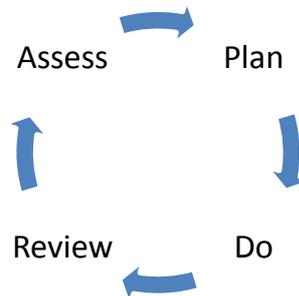
The SEND Department is committed to Inclusion for all and therefore has regard for the **Equality Act 2010**, the Special Educational Needs (SEN): Code of Practice 2015 and the Special Educational Needs (SEN): Code of Practice 2001, for students with statements under that Code of Practice.

The Special Educational Needs Policy is reflected in all school practices and policies as a demonstration of our ongoing commitment to Equalities.

### **Procedures:**

Each student has the right to have their needs recognised, assessed, identified, provided for and monitored. The school follows guidelines set out in the Code of Practice. We aim to do this in partnership with Parents/carers, other educational establishments and external agencies.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

### **Monitoring:**

The SENDCo, Deputy Head - Inclusion and the governor responsible for SEND monitor this policy through the School Achieving Excellence Plan and the Inclusion Achieving Excellence Plan, the SEND database and in consultation with staff, students and parents.

### **Review:**

This Policy will be evaluated biennially in the autumn term in Consultation with the Student Support Panel, staff and the LA.

## **OPERATIONAL DETAILS**

### **Procedures:**

The following procedures and ways of working will be employed in line with the Code of Practice and LA policy on SEND.

A summary of procedures is as follows:

- Referral
- Consultation
- Observation
- Joint Planning
- Target Setting
- Support
- Monitoring and Review of Students

## **ROLES AND RESPONSIBILITIES**

The SENDCo has strategic responsibility for the leadership of SEND, as well as the day to day operational responsibility for coordinating the delivery of SEND approaches set out in this policy. The SENDCOs responsibilities include:

- To be the responsible person for SEND as defined within the Code of Practice 2015.
- To ensure that appropriate training, guidance and support is provided for all staff.
- Liaising with and advising Teaching Assistants / SEND department.
- Co-ordinating provision for students with SEND
- Maintaining the Learning Support Register and overseeing the records of all students with SEND
- Co-ordinating and participating in Annual Reviews
- Overseeing the writing and implementation of Education Health and Care Plans.
- To ensure that resources are made available.
- To arrange for liaison with outside agencies and all staff involved with specific children.
- To ensure that the systems / programmes are put into place for the identification of needs for new admissions and the changing needs of all students as they progress through the School.
- Monitor and track progress of SEND students across the school, identifying underachievement and setting in place action plans to ensure progress is made.
- Work with the Deputy headteacher to deploy human resources for SEND effectively.

The Deputy Headteacher and SENDCo will regularly meet to monitor the progress of SEND children and to encourage Inclusion within Bow school.

## **Responsibilities of Teachers**

The class teacher and the Subject Leaders will continue to monitor each student's achievements throughout the school so that any SEND is identified at the earliest, reasonable opportunity.

All teachers will:

- Identify each student's needs and skill levels and plan to match these needs to ensure progress.
- Advise the SENDCo and parents/carers of any concerns.
- Contribute to CAFs, PLPs and PEP for all SEND children and update, regularly, as a working document.
- Contribute to Behaviour plans where necessary for SEMH students.
- Provide a visual timetable for individuals where needed.
- Contribute to reports for outside agencies.
- Monitor and assess progress and maintain appropriate records.
- Liaise with the SENDCo.
- Work with the SENDCo to provide any risk assessments necessary.
- Ensure that delivery of the curriculum allows each student to experience success.
- Differentiate targets to ensure progress.
- Fulfil all other duties required of the subject teacher by the Code of Practice.
- Provide the appropriate environment for any SEND student.
- Have high expectations of all students, particularly those with SEND
- Ensure that aspirational targets are in place for all students at SILS
- Ensure that education plan targets are specific, measurable, attainable, realistic and timely (SMART) and included in lesson plans

Subject Leaders, Year Learning Managers and Heads of School are to ensure that subject teachers and tutors have an active and coordinating role at School Support of the Code of Practice. Where applicable, they will be responsible for target setting for individuals or groups and where necessary provide resources for their areas of work.

At School Support of the Code of Practice, the school will seek advice and intervention from outside agencies. The Inclusion team is responsible for these and will in turn inform and advise relevant staff.

## **Cross curricular links and use of ICT**

Basic skills are planned for across the curriculum, to provide every opportunity for SEND students to acquire functional literacy and numeracy skills, consolidate, or fill gaps in their education. ICT and Computing is used in the school to support this development.

## **STUDENTS WITH DISABILITIES**

The teacher will:

- Ensure inclusive practice
- To put into practice any advice given by the SENDCo and outside agencies and to monitor its impact.

The SENDCo will:

- Arrange access visits from Physical Disability Specialist Service (PDSS) if a student has a physical disability to ensure the school is fully equipped to cater for the needs of the student.
- To liaise with other outside agencies on behalf of the student.
- Initiate and implement an IHP where relevant, in line with the Bow School Policy for supporting Students with Medical Needs.

## **REFERRAL**

Should staff have concerns regarding a student who is not on the SEND register then a discussion should take place with subject leaders who will then discuss with Year Learning Managers. Year Learning Managers will then present their concerns at the weekly Student Support Panel meetings. Concerns can also be raised with the SENDCo via email. Staff are expected to outline the nature of their concern and summarise the strategies that they have employed so far to address the student's difficulties. Referrals may also be made directly from parents/carers, and EAL staff.

### **Consultation:**

Once the necessary paperwork has been completed a member of the SEND department will meet with the referrer to discuss their concerns in more detail. Staff in other subject areas may also be asked for details of the student's progress. At this stage members of staff may be asked to consider other strategies before moving the referral on.

Consultation may also include primary schools, parents, Transition Worker and outside agencies. This ensures a full picture is obtained of the student's activities. Parents/carers will also be informed via telephone or letter highlighting our concerns.

### **Observations:**

Where applicable, the SEND department will arrange an observation of the referred student. Where the emotional, social and/or mental health difficulties of a student are of concern, students may be observed in several areas of school life.

An SEND file will be opened, the student placed on the SEND register and parents/carers notified.

### **Joint planning:**

For students at School Support, a member of the SEND department will be involved in the setting up of a planning meeting with relevant outside agencies. The planning meeting may include the referring teacher or Subject Leader, Year Learning Manager, a Teaching Assistant or outside agency, where appropriate. It should always include the student and their parent or carer.

### **Target setting:**

All students on the SEND register have whole school targets based on prior attainment and in line with national expectations of progress. All students on the SEND register will participate in the whole school Academic Review Day, setting realistic, time bounded and achievable targets to ensure progress. The SEND department will input into the targets set for these students. Targets set will address individual need and support the achievement of whole school targets. Where targets address specific need and differ from departmental targets these will be shared with all staff at the time of setting and at the beginning of the next academic year.

### **Support:**

Depending on resource implications and the needs of the individual student, support will be given either in-class or on a withdrawal basis individually or in small groups.

### **Monitoring and review:**

Monitoring of student progress is vital to ensure potential is being met. Subject teachers are expected to monitor the progress of all their students on the SEND register using the school systems. Daily record sheets are kept to log process and behavior in lessons supported. These records inform reviews and provide information for target setting. The SENDCo and the relevant Year Learning Manager will monitor the overall progress of SEND students in a cohort, ensuring that appropriate interventions are accessed for all students to ensure progress. In line with statutory requirements, students with a statement of Special Educational Needs, or an EHCP, will have an Annual Review. All relevant parties are invited and written reports made available from all staff supporting the student. Relevant information will then be disseminated to all subject teachers, parents/carers and outside agencies that are involved, including new targets set.

### **Student Progress:**

The progress of students on the SEND register will be analysed at each assessment point and appropriate interventions implemented to ensure that all students make progress at least in line with national expectations, based on their prior attainment

## **INCLUSION**

- The SENDCo and the SEND Department works to provide additional intervention as appropriate for all students at Bow school.
- SEND students are planned for and included in all aspects of the school. Work is differentiated and achievement is celebrated. At lunchtimes and break times students with special needs are provided for in whichever way is reasonably necessary to ensure their safety while developing the child's social and communication skills, through play and interaction with a variety of activities.

## **ASSESSMENT AND TARGET SETTING**

- The school will use or generate a base-line assessment of each students upon entry.
- Teachers will, in each case, develop an appropriate plan of work according to the needs and ability of the student.
- SEND will be monitored within Bow school's monitoring arrangements (half-termly) in all subjects. This will take place as progress reports, lesson observations, book/work scrutiny's, student interviews etc.
- Targets set will be individual, aspirational and achievable. These targets will be shared with students and parents so they will know and have input into their own targets.
- School assessment levels/grades will be shared with students and parents and they will know the steps they are taking to move through the levels/grades and what is needed to achieve the next level/grade.

## **RESOURCES**

- Resources will be prepared and provided by teachers. These will meet the needs of the AEN and enable access to the curriculum.
- Any specialist resources such as for hearing or visual impairment will be sourced through the relevant agencies (i.e. Local Authority) by the SENDCo.
- SEND has provision set in all budgets for resources. If more resources are required for specific children, the SENDCo will liaise with the Deputy Headteacher for additional resources and/or funding.
- Teaching Assistants (TAs) are deployed effectively with clear timetables for in class support or smaller intervention groups.
- The SENDCo/ SEND department have a resource area with resources, publications, research and educational materials for Teachers and TAs, as well as students, to access for specific SEND.

## **COMPLAINTS PROCEDURE**

An appointment can be made with SENDCo, Form Tutor or teacher at any time if a parent/carer wishes to discuss their child's needs. If further discussions are needed then the Deputy Headteacher or the Headteacher may be contacted. All complaints will be dealt with in accordance to the school complaints procedure.

If a Parent/Carer feels uncomfortable speaking to a member of staff they should put their complaint or concern in writing and a member of the Senior Leadership Team will respond to them within the week.

## **MONITORING AND EVALUATION OF SUCCESS**

Arrangements for monitoring this policy will include:

- Annual report to the Governing body by the SENDCo on policy changes and information on;
  1. Progress made by SEND students
  2. Level of participation of SEND students in the full curriculum
  3. Level of involvement of parent/carers and students in their individual plans
- Monitoring the policy by the Governing body via school visit lead member and discussion with the SENDCo and Deputy Headteacher
- Review and audit of procedures at least once a year by SENDCo in consultation with the Deputy Headteacher

This policy will be reviewed at least once a year, taking account of guidance from statutory bodies and the DFE on issues related to SEND.