

BROCKINGTON COLLEGE



Special Educational Needs and Disabilities (SEND) Policy

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Signature: Date:

Printed Name: Position:

Date of Review	February 2017
Next Review	February 2018
Approval By	Full Governing Body
Review Frequency	Annually

Brockington College is a successful Church of England mainstream 11-16 academy that is dedicated to an inclusive education that maximises the potential of all students. We have seven school values at the heart of our school community. These values are the qualities that we hope every member of the school community will work towards in their daily lives. Our values are **compassion, forgiveness, justice, perseverance, wisdom, Koinonia (Christian fellowship) and learning.** Within this ethos we are committed to using our best endeavours to provide an appropriate and high quality education for **all our** students which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make a successful transition to their next phase of education or employment.

We have the highest aspirations and expectations for all students, including those with special educational needs and disabilities. Our aim at Brockington College is to ensure that every student, whatever their individual needs, has access to the curriculum and that provision is made to help them feel that they are in every way a part of the college life.

We foster a 'can do' attitude at all times.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice: 0 to 25 (July 2014)
- Schools SEN Information Report regulations (2014)
- Equality Act 2010: & Advice for schools DfES February 2013
- Teacher Standards 2012
- Brockington College Equality Policy & Accessibility Plan
- Statutory Guidance & Policy on 'Supporting Students at School with Medical Conditions'
- Brockington College 'Child Protection & Safeguarding Policy'
- Brockington College 'Health and Safety Policy'
- Brockington College 'Anti-Bullying Policy'

This policy was devised by the college Special Educational Needs Co-ordinator (SENCo) in liaison with the SEND Governor, Senior Leadership Team, staff and our parent / carer SEND group.

It should be read in conjunction with the Brockington College Special Educational Needs School Offer. This is available on the school website and forms a contributory part of Leicestershire's Local Authority's 'Local Offer'. More information about the **Leicestershire Local Offer** aimed at children and young people with SEN or disabilities and their families, can be found at

<http://www.leicestershire.gov.uk/local-offer>

In addition, the "Family Information Directory" has a range of service providers that may support parents / carers and young people with needs, which can be found at

<http://www.leicestershire.gov.uk/family-information-directory>

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Definition of Special Educational Needs and disabilities:

In this policy, special educational needs and disabilities (SEND) refers to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

Aims and Objectives of the Policy

At Brockington College our aim is to raise the aspirations of, and expectations of, all students with SEND in order to ensure they achieve their potential.

Objectives:

1. To ensure opportunities are provided for every student to experience success.
2. To promote individual confidence, independence and a positive 'can do' attitude as students learn to **'Live life to the full'**.
3. To identify and provide for students who have special educational needs or disability.
4. To ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated and adapted.
5. To work within the guidance provided in the SEND Code of Practice 0 to 25, 2014.
6. To provide support and advice for all staff working with students with special educational needs and disabilities.
7. To ensure all staff and governors are accountable for the SEND Policy being implemented and maintained.
8. To provide a graduated response to meeting student needs.
9. To identify and monitor student's progress and needs.
10. To ensure that students with SEND have opportunities to be fully involved in their package of support.
11. To involve parents/carers in planning and supporting young people at all stages of their development.

Admission Arrangements

The admissions' policy for Brockington College is available on the college website.

Identifying Special Educational Needs, Assessment Arrangements and Review Procedures

1. We recognise that quality first teaching, differentiated for individual students, is the key to responding to students who have or may have SEND.
2. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
3. The SEND team will help to develop teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The college is committed to a graduated response to meeting student needs through which decisions and actions are revisited, then refined and revised leading to a growing understanding of student's needs and the provision which will support them to make desired progress. The four stages of the cycle are to: **Assess, Plan, Do, Review.**

Identifying Pupils with Special Educational Needs and Disabilities

In deciding whether to make special educational provision, subject teachers and the Assistant Principal Inclusion / SENCo will consider all of the information gathered pre-transfer and from within the school about the student's progress, alongside national data and expectations of progress.

Where necessary, subject teachers will put in place interventions through quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment. They will also talk with parents / carers to ensure there is a shared understanding of student needs and to gain parental perspectives on any areas of strength and emerging barriers to learning.

Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

The following are **not** classed as a special educational need, but may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare Issues
- English as an Alternative Language
- Being in receipt of Pupil Premium
- Being a Looked After Child

- Being a child of a serviceman/woman

Where a student's needs are persistent, the subject teacher will discuss these with the Special Needs team. The parents and young person's views will be sought as part of this process. Consideration will then be given regarding the need for any assessments and any possible need for different and additional provision. A decision will also be made at this point regarding possible placement on the school's Additional Needs Record at **SEN Support**.

The Code of Practice 2014 - 0 to 25 identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, and Mental Health
- Sensory and/or Physical

These four broad areas provide an overview of the range of needs that are planned for. The purpose of identification is to work out what action the college needs to take, not to fit a pupil into a category. At Brockington College we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the student.

Where students have higher levels of need, the school may draw on specialised assessments from a wide range of outside agencies and professionals including the following:

- School Nurse
- Specialist Teaching Service
- Visually Impaired Team
- Hearing Impaired Team
- Learning Support Team
- Autism Outreach Service
- Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatricians
- Voluntary organisations such as ADHD Solutions

Where required, specific approaches and interventions will be developed, or commissioned to address the specific needs of individual or groups of students.

Educational and Health Care Plans (EHC plans) / Statements of Educational Needs

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress and the student's needs cannot be met from within the resources normally available, the college will consider requesting an Education,

Health and Care plan (EHC plan) integrated assessment from the Local Authority Special Educational Needs Assessment service (SENA). At this time, due consideration will be given to the set criteria for assessments provided by the Local Authority. These criteria can be found on the Leicestershire Local Offer website along with information on the EHC plan integrated assessment process. This will be shared in full with parents / carers to ensure they are confident and clear about the process and how they will be involved in it.

To inform their decision about whether a statutory assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the college.

The college will provide the Local Authority with a SEND Support Plan with:

- evidence of the student's academic attainment and rate of progress
- information about the nature, extent and context of the student's SEND
- evidence of the action already being taken to meet the student's SEND
- evidence that, where progress has been made, it has only been as the result of a significant and substantial level of intervention and support, over and above that which is usually provided
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals

Managing Students on the Additional Needs Record

A single category of support known as **SEN Support** is in place. Students identified as meeting the criteria for SEN Support are included on the college 'Additional Needs Record'. The following outlines the procedures in place to monitor students on the Brockington College 'Additional Needs Record'.

1. All students identified as having special educational needs will create a 'One Page Profile' which are then shared with staff and parents / carers. One Page Profiles detail student specific strengths and strategies which can be used to support students with their learning.
2. One Page Profiles will be reviewed at least twice a year.
3. Students who are on the Additional Needs Record will have their progress and attainment monitored by the SEND team in line with the college's reporting system.
4. Parents / carers of students with SEND are invited to meet staff regularly to discuss their child's progress. Some meetings will coincide with school consultation evenings.
5. The 'SEND School Offer / Information Report' on the college website documents the provision offered to students.
6. Each intake of students will be unique and, as a result, the school SEND provision map will be developed and adapted to meet the needs of students each year.
7. If students make significant progress and no longer fit the criteria for SEND, then they will be taken off the Additional Needs Record.

8. Where identified, as being relevant, an additional category of 'I - for Information' will inform staff of students who were previously on the Additional Needs Record or may have needs that can be met by quality first teaching.

Removing Students from the Additional Needs Record

In consultation with parents / carers, students will be considered for removal from the Additional Needs Record where they have made sustained and good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the student and their peers of the same age
- shows where a student's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- Indicates additional SEND provision is no longer required to ensure this progress is sustained

Funding for SEND

The college's core budget is used to make general provision for all students in the college including those with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the Local Authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the Local Authority for top-up funding to meet the cost of that provision. Where the Local Authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the Local Authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each year, the Assistant Principal / SENCo will map the targeted provision in place for students on the Additional Needs record in order to identify how resources are allocated and to monitor SEND provision and intervention. This targeted provision is outlined on the SEND Provision Map.

Supporting Families

The college is fully committed to a meaningful partnership with parents / carers of students with SEND.

It will do this in the following ways:

1. Always making parents / carers feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
2. Providing information for parents / carers in an accessible way.
3. Publishing how the college implements the SEND Policy on the college web site following the information set out in the SEND School Offer / information Report (Regulation 3) (2014) and as part of the college's contribution to the Local Offer.

4. Teachers and keyworker meetings with parents / carers, in addition to consultation evening appointments, to discuss any concerns and to review student progress.
5. The Assistant Principal/SENCo and SEND team staff being available for meetings by appointment.
6. In order to support students at Key Stage 4, we will screen all students to analyse their eligibility for examination access arrangements. Parents / carers will be kept fully informed of the results of this screening process and any access arrangements granted by examinations boards.
7. Supporting and guiding parents / carers in ways that they can help with their child's learning and development at home.
8. Signposting parents / carers to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Authority Local Offer which gives more detail on how parents / carers can access support for their child.

Further Sources of Information

1. The 'SEND School Offer / Information Report' can be found on the school's website. This details the agencies that can support families and students and how we support students at key points in their educational journey.
2. The college recognises that students with long-term medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010. The college policy on 'Supporting Pupils with Medical Conditions' is available on request. Some students with long-term medical conditions will be supported through the development of Individual Health Care Plans created in conjunction with health professionals.
3. The college 'Anti-Bullying Policy' is available on the website and the SEND team take seriously any reports of bullying. All pupils are encouraged to report concerns to the pastoral team, SEND keyworkers or through the school 'Voice it' pupil reporting system. The SEND Pitstop club provides a safe environment for invited Key Stage 3 pupils with SEND at lunchtime.
4. The college takes seriously its responsibility to safeguard pupils with SEND, promoting their independence and building resilience. The college Child Protection and Safeguarding Policy is available on the college website.

Supporting Students

The college recognises that all students have the right to be involved in making decisions and exercising choice. We aim to develop student self-advocacy skills. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The college will do this in the following ways:

1. With parents / carers, we will support students in understanding their own strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.

2. Wherever possible, and in an age appropriate manner, students with SEND will be involved in monitoring and reviewing their progress. Their views will be listened to and shared as they consider future support and provision.
3. All staff will actively listen to and address any concerns raised by students themselves.
4. Students with SEND will be encouraged to take part in any student voice opportunities.
5. We will actively plan additional support for students at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school, when making Keystage 4 option choices and when making decisions regarding post-16 provision.
6. Where students have an EHC plan they will be provided with additional support to contribute, as fully as possible, in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
7. Seeking student views through questionnaires or group interview activities considering adjustments to provision in the light of analysis.

Monitoring and Evaluation of SEND

1. Brockington College regularly monitors and evaluates the quality of provision on offer for students.
2. Our cycle of quality assurance includes audits of provision, impact data, lesson observations, work scrutiny and sampling of parent / carer views, student views and staff views.
3. SEND issues are monitored and evaluated through the Governors' Pupil Outcomes Committee.
4. The college promotes an active process of continual review and improvement of provision.

Training and Resources

1. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of students, all staff are encouraged to undertake training and development.
2. There is a rolling programme of training supported by and delivered by the SEND team.
3. All new teachers and support staff undertake induction training including a session on SEND systems and structures in place at Brockington College.
4. SEND staff regularly attend local SENCOnet meetings in order to keep up-to-date with local and national updates in SEND.
5. The school has NASEN membership to ensure up-to-the-minute updates regarding SEND issues and to access training resources and consultancy input, where needed.
6. Local Area Special Schools are used to provide outreach work for the school where specialist training or knowledge is required.

7. The Brockington College SENCo chairs the Brockington College Primary Family of Schools SENCo meetings and also chairs meetings of the CLASS SENCos.
8. In addition, the SENCo plays an active role in the Learning South Leicestershire SENCo meetings.

Roles and Responsibilities

The governing board will ensure that:

1. SEND provision is an integral part of the Brockington College improvement plan.
2. Necessary provision is made for any student with SEND and all staff are aware of the need to identify and provide for students with SEND.
3. Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
4. Governors have regard to the requirements of the SEND Code of Practice 0 to 25, 2014
5. Governors are fully informed about SEND issues so that they can play a part in the college self-evaluation process.
6. Governors establish appropriate staffing and funding arrangements and oversee the college's work for students with SEND.
7. The quality of SEND provision is regularly monitored and evaluated.
8. A governor is identified to be the person responsible for SEND and the SEND Governor maintains regular links with the college SENCo.

The Principal has responsibility for:

1. The management of all aspects of the college's work, including provision for students with SEND.
2. Keeping the governing board informed about SEND issues.
3. Ensuring that the implementation of this policy and the impact on the college is reported to governors.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

1. Overseeing the day-to-day operation of the SEND policy.
2. Overseeing provision for students with SEND.
3. Organising and managing the work of SEND Teachers and the team of support staff.
4. Development of the college SEND Provision Map.
5. Ensuring that an agreed, consistent approach is adopted.

6. Liaising with and advising other staff.
7. Helping staff to identify students with SEND using the college 'Initial Needs Checklist'.
8. Arranging detailed assessments and observations of students with specific learning problems.
9. Supporting subject teachers in devising strategies, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom.
10. Liaising closely with parents / carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
11. Liaising with outside agencies, arranging multi-agency meetings and ensuring findings and strategies to meet student needs are conveyed to staff working with students.
12. Maintaining the college's 'Additional Needs Record' and Brockington College 'Dictionary of Needs'.
13. Assisting in the monitoring and evaluation process of students with SEND.
14. Contributing to in-service training for staff.
15. Liaising with SENCOs in other schools to help provide a smooth transition from one school to another.
16. Developing good practice across the network of schools.
17. Producing reports for the governors.
18. Ensuring the Brockington College SEND Offer is maintained and up-to-date.

Subject teachers are responsible for:

1. The progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
2. Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum.
3. Making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND
4. Giving feedback to parents/carers of students with SEND
5. Following the school's procedures for raising initial concerns for students and for the graduated response for meeting pupils needs: assessing, planning, reviewing and doing

Teaching Assistants are responsible for:

1. Ensuring they are fully aware of the SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
2. Planning for and assisting in making provision for the individual needs of students identified as having SEND, whether in class, small groups or one-to-one.

3. Working alongside subject teachers to agree the nature of support in lessons and to ensure resources and materials to meet student needs are available.
4. Using the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
5. Acting as student advocates and keyworkers for identified students, helping them to create One Page Profiles and ensuring student records are maintained.

Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed when not in use.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for students with disabilities.

Brockington College is a multi-storey building that opened in 2007. The college is accessible to wheelchairs through the provision of lifts in the main building. In 2015 a modular two-storey building was added to the school.

We are committed to providing access to the physical and learning environment. Written information can be provided for pupils and parents / carers in their preferred format, if requested

Dealing with Concerns and Complaints

Brockington College is committed to working in close partnership with all members of the school community. The college places great value on the role which parents / carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families. It is recognised that parents / carers of children with SEND may, from time to time, have particular concerns regarding their child's individual needs. The college acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the college as quickly, sympathetically and effectively as possible.

Brockington College Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Bullying

Brockington College is an inclusive school committed to creating a safe, secure and happy environment for all children, where everyone is accepted for whom they are and where the differences between us are valued and celebrated.

Bullying is not tolerated at Brockington College. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEN and disability. We also find opportunities to positively promote disability through posters, visitors to the school and through the curriculum itself.

As part of our provision for SEND students, we will always look to promote student independence and resilience and closely monitor student's well-being, outside as well as, within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for students and parents.

In response to the climate of reform created by the new Code of Practice 2014 this policy will be reviewed annually in conjunction with stakeholders.

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