

# Blenheim High School

## Special Educational Needs and Disability Policy



The Staff and Governors of Blenheim High School believe that it is important to offer a fully inclusive curriculum and approach. The school aims to ensure a full entitlement and access for all students, enabling a broad, balanced and relevant curriculum. Students are supported in achieving their full potential at school and in developing confidence to move on into the place of work or higher education with high expectations. Within the school's admission policy, students are admitted with or without identified Special Educational Needs.

This policy should be read in conjunction with the Safeguarding Policy, Accessibility Plan and the Equality Policy

### **SUPPORTING NOTES**

#### **Policies For Assessment and Provision.**

The Special Educational Needs & Disability (SEND) policy seeks to support the guiding principles of the school and in particular, aims to: -

- Value all pupils.
- Ensure that all students are respected, trusted and cared for.
- Maximise the academic and social potential of all students.
- Provide an education that enriches the lives of all students.
- Encourage and welcome the positive involvement of parents.

The SEND Policy has the following objectives: -

- For all students to achieve success, irrespective of a physical or cognitive impairment.
- For all students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead productive and fulfilling lives.
- For all students to be able to access a curriculum which promotes intellectual, emotional, social and physical development.
- For all students to have a balanced and if appropriate, differentiated curriculum ensuring that there is no discrimination because of individual Special Needs.
- To ensure that all students have equal opportunities.

The Special Needs Department is based in the Enhanced Learning Centre (ELC) and staff includes the SENCO (Special Educational Needs Co-ordinator), one Literacy/Language Teacher, specialist teachers, a Senior Teacher Assistant and a number of Teaching Assistants who are linked to curriculum areas. The department also has a department secretary. The SENCO has responsibility for the day-to-day operation of the Special Educational Needs & Disability policy. Resources and equipment provided by the ELC are constantly in use in the body of the school; however a library of informative literature and research books on specific Special Needs is stored within the department.

### **Identification and Reviewing Policies.**

The process of identification and assessment generally starts through liaison with our Primary feeder schools. The SENCO and key staff visit individual schools of students with a Statement of Special Educational Needs/Education, Health and Care Plan and transition meetings are held. Information regarding students on the school's graduated response programme is transferred so the school is aware of need. A Surrey County Council Audit of need is completed annually. All students are screened on Induction Day using MidYIS.(Middle Years Information System) and Surrey LA recommended literacy tests.

All students on the Special Educational Needs and Disabilities register will be issued with student passports. Reviews take place twice a year for students on SEN Support with a larger annual multi-disciplinary review for students with a Statement of Special Educational Needs/Education, Health and Care Plan.

In addition the department ensures that: -

- An audit is completed and funds made available through the Academy process and formula funding are targeted to need.
- Students with Statements of SEN/EH&C Plans will receive the level of staffing and support to meet their additional need.
- Parents are invited into all review meetings and their support warmly welcomed in co-producing targets/documents for their child.
- Literacy Awareness meetings are held for parents of Year 7 students.

### **Access to the Curriculum**

The National Curriculum is delivered by subject departments supported by the Pastoral team and the Enhanced Learning Centre Department. Together we seek to provide access to all areas of the curriculum, which will be achieved through: -

- A suitably differentiated curriculum with ELC support regarding strategies to be implemented.
- Appropriate teaching groups within departments.
- Access to appropriate resources and equipment.
- In class support from Teacher Assistants.
- Small group work or 1:1 where appropriate.
- Withdrawal work for individuals to target area of need.
- Access arrangements for tests and examinations, as laid out in external examination handbooks.
- Information in the form of a SEND Handbook being made available to all teachers.
- An updated SEND register circulated termly and strategies for good practice circulated on a regular basis to support learning and achievement.
- Full integration into all curriculum areas with modified programmes offered where appropriate.
- Ensuring that at the end of Key Stage 4 students are equipped with skills for life, including citizenship, and have completed a full Personal and Social Health Education programme.
- Statemented students and those with a EH&C Plan have access to input from Pathways and the Careers Education Adviser.
- Students in Key Stage 4 may be offered an alternative curriculum which could include life skills programmes and work related learning courses at local colleges, or reduced curriculum offer.
- Where appropriate, selected students will be eligible for work experience and those for whom applicable, offered extended work placements.

### **The Governing Body**

The Governing Body, in co-operation with the Head Teacher, has responsibility for ensuring that the school makes SEND provision for all students who have a Special Need. The SENCO will have regular and close liaison with the named Governor for SEND to co-ordinate provision being effective and adequate.

The Governors will make an annual assessment of the success of the school's SEND policy. This may include:-

- Progress made at Key Stage 3 and Key Stage 4.
- Literacy improvements.
- Evidence of success contained within the students Record of Achievement.
- Participation in extra-curricular activities.
- Feedback from parents, pupils, teachers and support staff.
- Information from other schools, external agencies and the wider community.

### **Complaints' Procedures**

The Governing Body recognises the importance of parental support, feelings and knowledge of their children and any concerns or complaints will be dealt with by following the school's designated complaints procedure. A response will be made at the earliest opportunity.

### **Staffing Policies and Partnership with Outside Agencies**

Staff in the Enhanced Learning Centre are fully integrated into CPD activities for the whole school, in addition to ongoing departmental training.

- Staff are encouraged to undertake appropriate opportunities for training provided by the Local Authority, local Further Education colleges or elsewhere.
- The SENCO will lead INSET activities within the department and the whole school where appropriate. These may include training on ADHD, differentiation, Literacy and Language, sensory impairments to name but a few.
- The school will liaise with the appropriate external agencies and other professionals on the identification, assessment and support of students with SEND. All staff have access to multi-agency meetings if appropriate and beneficial to the individual student.
- Information relating to SEND students is shared with colleagues as appropriate, through SEND Department Representatives, Form Tutors and Pastoral staff.
- Regular contact will be maintained between home and school, as we recognise the need to value the parents' feelings and knowledge of their children. Parents and students will be invited into all review meetings.
- The transition between feeder schools and Blenheim High School will be made smooth by effective liaison and visits by the SENCO to schools that are transferring a Statemented/Education, Health and Care Plan student.
- All students with SEN will receive guidance in formulating a plan with regard to careers as they progress through the Key Stages.

### **Staffing and Outside Agency Intervention**

Students on the SEND register may follow a graduated response to enable their needs to be addressed. The two graduations include SEN Support and those students with a Statement of Special Needs/Education, Health and Care Plan.

The Local Authority Specialist Teaching and Educational Psychology will work and support parents/students as necessary.

The majority of students needs can be met within the classroom, with a clearly differentiated approach and Teacher Assistant support. For those students on SEN Support or with Statements/EH&C Plans, advice may be sought or assessments undertaken by professionals from the Local Education Authority. These professionals include the Educational Psychologist, Learning and Language Support Teacher and Physical & Sensory Support (including Hearing Impaired service).

Other support may include: -

- College link / Work Related Learning and extended placements are offered to selected students to enhance their learning and life skills.
- Individual literacy programmes are organised by our Literacy Teacher.
- A programme on an Integrated Learning System (ILS) can be arranged for students with global learning difficulties with a multi-sensory approach and progress reviewed and monitored regularly.
- Counselling/mentoring is offered if appropriate to support students with emotional difficulties.

### **Parental Commitment**

Regular liaison is essential and contact is made with all parents of students on the SEND register within the first month of the autumn term each academic year. This confirms the stage the student is on, and the support in place. Other home/school liaison may include the following as appropriate; -

- Parent Gateway to communicate information.
- Invitation to reviews/planning meetings held for students each year for those on SEN Support/Statement/EH&C Plan.
- Invitation to a multi-disciplinary review for students with high level need.
- Minutes of meetings/Review comments/outcomes sent to parents.
- Copies of student passports sent to parents.
- Curriculum parents' evenings attended by ELC staff.

### **Links with Voluntary Services / Community**

- A paired reading scheme, with volunteers and members of the Rotary Club coming in to work closely with students on literacy programmes.
- Parents are informed of all provision in place.