



Blenheim

Special Educational Needs and Disability Policy

Committee: Achievement and Learning

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The Staff and Governors of Blenheim High School believe that it is important to offer a fully inclusive curriculum which is adapted to meet individual needs. 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 further education with high expectations. At Blenheim, every teacher is a teacher of every student. We accept that all students have learning differences and we endeavour to ensure that learning is supported and differentiated so that progress is made by all students.

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

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Aims and Objectives

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

- To ensure students are respected, feel safe and adopt safe practices.
- Make reasonable adjustments for those with a disability by increasing access to the curriculum and the school environment.
- Encourage students to make a positive contribution to the community.
- Maximise the academic and social potential of all students.
- Provide an education that enriches the lives of all students.

The SEND Policy has the following objectives: -

- For all students to achieve success, irrespective of a physical or cognitive impairment.
- To address identified students' needs through the graduated approach as set out in the New Special Educational Needs Code of Practice 0-25 Years (March 2014).
- For all students to have a balanced and where required, differentiated curriculum.
- To ensure that all students have equal opportunities.
- To involve support agencies where appropriate.
- To encourage and welcome the positive involvement of parents.

The Special Education Needs and Disability department is based in the Enhanced Learning Centre (ELC) and staff includes the SENDCo (Special Educational Needs and Disability Co-ordinator), SEN Literacy teacher and a number of Teaching Assistants who are linked to curriculum areas. The SENDCo 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 Educational Needs is stored within the department and school intranet.

Defining Special Educational Needs and Disabilities

This policy accepts the definition of special educational needs as set out in Special Educational Needs and Disability Code of Practice 0-25 years July 2014.

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of students 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 students of the same age in schools within the area of the local education authority.

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 are taught.

We aim to ensure that special educational provision for students with SEND is "additional to and different from" that provided within the differentiated curriculum in order to respond to the needs and requirements which may fall into at least one of the following four broad areas of need:

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

Many students will have more than one area of need.

Defining disabled children and young people;

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

(xvi: New Code of Practice 2014)

Role and Responsibility of the Subject teacher:

- Adapt teaching to respond to the strengths and needs of all students
- To liaise with Teaching Assistants to ensure quality provision for students with SEND
- To know when and how to differentiate appropriately, using approaches which enable students to be taught effectively showing an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students’ education at different stages of development
- To have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these.
- To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- All teachers are teachers of students with special educational needs. DFE Teachers Standards 2012

Role and Responsibility of the Senior Leadership Team:

- Oversee the day to day management of the SEND policy in the School across subjects
- Allocate and monitor appropriate resources for SEND from the delegated budget and funding together with the SENDCo
- Ensure the effective use of the Code of Practice (COP), especially through continuous professional development (CPD).
- Monitor teachers’ planning and practice with regards to SEND through book scrutiny and learning walks.
- Monitor students’ progress.

Identification Assessment and Provision Policies

The process of identification and assessment generally starts with regular liaison with our Primary feeder schools and through the transfer of register and documents which identifies students who are in need of support. The SENDCo and key staff visit individual schools of students with an 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. The skills and levels of attainment of all students are assessed on entry in order to build on the information provided by their previous setting. Once the online reading and spelling tests are completed, all students with a reading age of two years and below will be added to the SEND register and invited to the appropriate interventions to help close the gap.

Multi-agency meetings will be arranged to create a more detailed transition plan where necessary including planned visits to the new school setting to ease familiarity and for successful interventions and practices to be continued where possible and appropriate.

Students on the Special Educational Needs and Disabilities register will be issued with student passports which provide pertinent information for their subject teachers. Reviews take place twice a year for students on SEN Support with a larger annual multi-disciplinary review for students with an Education Health and Care Plan (EHCP).

In addition, the department ensures that: -

- An audit is completed and funds made available through the Academy process and formula funding is targeted to need.
- Regular monitoring ensures that students with EHC Plans receive the level support to meet their additional need.
- Parents are invited into all review meetings and their support warmly welcomed in co-producing targets for their child.
- Inclusion meeting held for parents of Year 7 students.

Access to the Curriculum

Subject teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have SEN.

The quality of classroom teaching provided to students with SEND is monitored and may include the following:

- 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 Teaching Assistants where appropriate.
- 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 full Life skills and wellbeing programme and careers meetings.
- Students with an EHC Plan has input from 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.

The Governing Body

The Governing Body, in co-operation with the Headteacher, has responsibility for ensuring that the best possible SEND provision is made for all students who have a Special Educational Need. The SENDCo will have regular 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, identified through internal analysis
- Literacy improvements.
- Evidence of success contained within Department for Education examination analysis.
- Participation in extra-curricular activities.
- Feedback from students, parents, 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 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 are encouraged to undertake appropriate opportunities for training provided by the Local Authority, local Further Education colleges or elsewhere.
- The SENDCO will lead/organise INSET opportunities within the department and the whole school where appropriate. These may include training on ADHD, differentiation, Literacy and Language, sensory impairments to name 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.
- 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 SENDCo (or representative) to schools that are transferring an Education, Health and Care Plan student.
- All students with SEND 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 approach in response to addressing their special educational needs. The two graduations include SEN Support (K) and students with an Education, Health and Care Plan (EHCP)

The Local Authority Specialist Teacher and Educational Psychologist will work in tandem with the school to support parents/students as necessary.

The subject teachers remain responsible for working with the student on a daily basis and providing differentiated work as appropriate with the support of the Teaching Assistant. For those students on SEN Support or with an EHC Plan, 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, Behaviour Support 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.
- Counselling, mentoring or Emotional Literacy Support (ELSA) is offered if appropriate to support students with social emotional difficulties.

Parental Commitment

Regular liaison is essential and contact is made with all parents of students on the SEND register. 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/EHC 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.
- Inclusion meeting for parents of year 7 students in the first half term.
- Curriculum parents' evenings attended by the SENDCo.

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 intervention.
- Parents are informed of all provision in place.