

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**Rationale**

This Special Educational Needs and Disability Policy fulfils the statutory requirements of the Children and Families Act, 2014, the Equality Act 2010, the Mental Capacity Act 2005, The Teachers' Standards 2012 and the SEND Code of Practice: 0 to 25, January 2015. It shows how we, as a school, provide for students with Special Educational Needs and Disabilities who are in our care and is part of Somerset County Council's Local Offer.

Mission Statement

All students are entitled to a broad, balanced and relevant curriculum. Our firm belief is that all students should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals. It is our intention to promote and develop a whole-school inclusive approach at The Blue and provide the appropriate support to ensure that all students achieve their full potential and are prepared for adult life through effective learning. In order to do this we aim:

- To create a well ordered, positive and supportive environment where each student has the opportunity to flourish and succeed whatever their talents or abilities.
- To establish a safe environment in which to develop positive behaviour and high self-esteem.
- To provide a stimulating environment which enables students to develop into mature, independent citizens, equipped for their contribution to an ever-changing world.
- To ensure the best quality education for our students and promote understanding of students' needs throughout the school.
- To promote effective partnerships and involve outside agencies when appropriate.
- To ensure that all learners make the best possible progress.
- To ensure that our students have the opportunity to express their views and are fully involved in the decisions that may affect their education.
- To ensure that parents/guardians are informed of their child's needs and that there is effective communication between home and school.
- To ensure that transition stages are managed effectively.
- To ensure that teachers are aware of the importance of early identification of any special educational needs and of providing for SEND students whom they teach.
- To ensure that students make a successful transition into adulthood, whether into employment, further or higher education or training.

Our objectives

The school uses its best endeavours to ensure:

- Students with SEND are the shared responsibility of all staff in line with The Teachers' Standards (2012) and the SEND Code of Practice: 0 to 25 (January 2015).
- All students have a broad and balanced curriculum which is differentiated to enable maximum progress in accordance with the SEND Code of Practice: 0 to 25 (January 2015).
- There is a flexible, graduated structure of provision, in accordance with the SEND Code of Practice: 0 to 25 (January 2015), and appropriate resourcing for meeting SEND.
- Students with SEND receive inclusive education where their needs are met within the least restrictive environment with particular regard to the Equality Act, 2010 and the SEND Code of Practice: 0 to 25 (January 2015).
- Parents are involved as partners/co producers in the education of their children in accordance with the SEND Code of Practice: 0 to 25 (January 2015).
- All governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills in accordance with the SEND Code of Practice: 0 to 25 (January 2015).

Definitions of Special Educational Needs and Special Educational Provision

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

'Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

pp 15 & 16 Special Educational Needs and Disability Code of Practice, January 2015.

Guidelines - The Management of SEND

The Governing Body

The Governing Body has statutory duties to ensure that the needs of the pupils with SEND are met within the school, with help from outside agencies if required. The Governing Body has general oversight of the provision.

The Governing Body has appointed Keith Phimister as the SEND Governor. Termly meetings are held between the Governor and the SENDCo.

The Headteacher

The Headteacher has responsibility for the management of the SEND provision and keeping the governing body informed of relevant SEND issues. He has responsibility for working with outside agencies, although this is delegated at The Blue School to the SENDCo and the Pastoral Team Leaders.

Special Educational Needs Co-ordinator

The SEND Co-ordinator is Samantha Foster, who has the responsibility for the day to day operation of the SEND policy.

The SEND Co-ordinator will:

- a) Oversee the running of the provision for pupils with SEND including general class, small group and individual student support
- b) Organise and manage the work of the school's Learning Support Assistants
- c) Maintain the school's SEND register and all relevant documentation
- d) Keep records on students who have SEND and ensure that their progress is regularly monitored and reviewed
- e) Liaise with teachers, parents and external agencies
- f) Ensure annual reviews for students with Educational Health Care Plans are completed
- g) Ensure that annual reviews for students on higher needs funding are completed
- h) Organise meetings as appropriate with designated teachers at regular intervals in respect of SEND issues
- i) Regularly review and monitor SEND provision within the school
- j) Take part in formal meeting such as consultation meetings with external agencies regarding support for SEND students
- k) Liaise with the pastoral team regarding pupils on the SEND register
- l) Liaise with the Curriculum Team Leaders/tutors/subject teachers to ensure that the needs of SEND students are met throughout the curriculum
- m) Provide in-house training to meet the needs of individual members of staff and the needs of the school as part of the school CPD programme
- n) Monitor the Pastoral Support Programmes.

How do we identify students with SEND?

We work closely with our partner primary schools through visits, gathering information about the current

provision for students with SEND and their needs.

All Year 7 students are tested in the Autumn and Summer Term using a range of standardised reading and spelling tests. From these assessments, we are able to identify students who need more help with spelling and reading.

Within school, class teachers make regular assessments of progress for all students. From these assessments, it is possible to identify students who are not making expected progress. Indicators could include 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, or widens the attainment gap between the child and their peers.

We use a graduated approach to assessment of SEND. First, high quality teaching is targeted at the student's area of weakness. If progress continues to be less than expected, the class teacher, working with the SENDCo, will assess whether the student has SEND. This includes consultation with parents and the student. External support agencies are consulted as appropriate. Concerns raised by parents/carers and/or the student will be listened to and addressed using the school's graduated approach to identification of SEND.

A student's difficulties are recorded on the Code of Practice register in line with the Pupil Level Annual School's Census (PLASC) system of categorisation: 'K' code for SEND support or registered as 'S' or 'E' for Statement/Education Health Care Plan.

We contact parents and carers with SEND students to keep them informed formally three times a year and informally as needed.

How we consult with parents, carers and students

We believe that parents, carers and students are at the heart of our discussions. To that end, parents and carers are invited to be involved in the progress of their child through meetings, letters, e-mails and phone calls. In addition to the reports and consultations at parents' evenings, which every student is entitled to, we also consult with parents and carers of students with SEND support in additional ways.

These may include:

- Consultations during the course of the year (including, but not limited to, those taking place on Parents' Evenings);
- Recording the outcomes, actions and support agreed through these consultations as part of the Student Passport review and giving parents and carers a copy of the updated Student Passport;
- Formal and informal conversations face to face, by phone or e-mail as and when required.

All students, including those with SEND are fully involved in all aspects of the life of The Blue School.

In addition to the reports and consultations at parents' evenings which every student is entitled to, we also consult with students with SEND support in additional ways. These may include:

- Wherever possible, actively involving students with SEND, at an appropriate level, in discussion about their Student Passports.
- Formal and informal conversations as appropriate.

How we assess and review students' progress towards outcomes

The progress of all students, including those with SEND is regularly assessed and reviewed termly at The Blue School, formally and informally, orally and in writing. In addition to the regular assessments, reviews and reports that every student is entitled to, students with SEND and their parents and carers are involved in assessment and review in the following ways:

- Consultations during the course of the year (if possible, one of these will take place on a Parents' Evening);
- The Student Passport

The school follows the graduated approach to SEND support. This takes the form of a four-part cycle of 'assess – plan – do – review'. Decisions and actions are revisited, refined and revised as it becomes clear how best to support the student in making good progress and securing good outcomes. The school draws on more detailed approaches, more frequent review and more specialist expertise, including outside agencies, in successive cycles in order to match interventions to the SEND of students.

When appropriate, other agencies visit the school to assess the students. There are three consultation meetings each year, involving the support services, to discuss students of concern. It is here that cases are prioritised and additional expertise sought.

Transition: moving up and moving on

Communication and sharing of ideas is vital for the smooth transition of students moving from primary to secondary education. The SENDCo liaises with the primary school SENDCos in order to receive vital information on special needs and provision, to ensure support is targeted at an early stage.

There is a programme of induction, initial testing and on-going assessment as required. Students with SEND support are regularly assessed for review purposes with outcomes and subsequent plans discussed with parents/carers.

Careful guidance is provided to all students to ensure that they make a successful transition to FE/HE or to another school if they are doing in-year transfers. Independent advice is available from our Careers' Officer. We recognise that 'moving on' can be difficult for a student with SEND and take steps to ensure that transition is as smooth as possible.

If the student is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for the student.
- We will ensure that all records about the student are passed on as soon as possible.
- When moving classes in school, information, including Student Passports and data, is accessible to all teachers.

Years 5 –7

The SENDCo will attend the primary/secondary school to discuss the specific needs of the student and the nature and level of support which has the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan, which may include more visits to the new school and/or additional visits from the new school.

Post 16

- The SENDCo will liaise with the appropriate representative of the Post-16 provider to discuss the specific needs of the student.
- Students have a meeting with the Careers' Advisor to discuss options and pathways. Students with SEND are supported during this meeting.
- Students are given a list of Open Evenings for sixth form schools and colleges within their local area. Visits to colleges and 'taster days' are organised for students with SEND.
- Depending on the level of the student's need, the student may be accompanied by a Learning Support Assistant to an interview at a sixth form school or college.
- The SENDCo and the Student Support Centre Co-ordinator at The Blue School will liaise with the relevant staff at the new provision to ensure the student has a smooth transition.
- Students with SEND are supported in their applications to further education, training, employment, or independent living by the Learning Support Team.

Sixth Form

In the Sixth Form, The Blue provides the following to support all students including those with SEND:

- Two independent Careers' Advisors who are able to offer information on all Post-18 provision routes.
- The opportunity to attend the UCAS convention in Bristol, which is run by one of our Careers' Advisors.
- Support with work experience placements and volunteering opportunities.
- Access to talks by visiting employers, speakers on a range of topics and links to employers for mock interviews.
- Close links to local FE colleges which offer Level 3 and Level 4 and Higher Education provision

In addition, students with Statements/EHC Plans have access to 'Careers South West', which looks at the holistic needs of each individual student and offers appropriate advice.

Careers advice from year 9

There is a very clear programme of advice and guidance for all students, which is a natural part of conversations with parents of students with SEND during review meetings. For students with statements or EHC plans, discussions about careers and careers' advice are integral to transition reviews. Independent living and participation in society is actively supported through our programmes of Personal, Social, Health and Economic Education and Citizenship as well as our extensive range of extra-curricular activities and trips, including residential visits.

Teachers

Teachers under the SEND Code of Practice are teachers of pupils with SEND and are responsible for meeting the needs of all students and reporting any concerns to the SEND Co-ordinator.

Learning Support Assistants and Higher Level Teaching Assistants

LSAs and HLTAs and teachers within the department will assist the co-ordinator with the day-to-day running of the SEND department and will be kept informed of any issues via daily departmental meetings, INSET and CPD. In class, they will liaise with the teacher to ensure the needs of the students are met. LSAs may have a responsibility for a group of students for withdrawal work from a curriculum area or 1-1 intervention. A programme of study will be devised, with the support from the co-ordinator, and progress will be monitored and recorded.

Admission Arrangements

The school adheres to the admission policy of the Local Authority (LA) for children with SEND and therefore arrangements are the same as those for all students.

SEND Specialisms

The school accommodates provision for students who experience difficulties with the following:

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

Access for the Disabled

The school has provided some access for disabled pupils through ramped access to particular buildings. Lifts are also available in Milton and Kennion to take students to the upper floor. The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum. This may also involve input from the external support services.

How have we made this school accessible for students with SEND?

The School applies SENDA (2001), which puts institutional responsibilities on schools and Local Authorities. These key duties are reinforced in the Equalities Act (2010). They are:

- To prevent discrimination and to promote disability equality and equality of opportunity.
- To make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage.

These duties cover admissions, education and exclusions.

The school provides facilities to give access and full inclusion to physically disabled students. The Learning Support Department aims to cater for a wide range of SEND, with appropriate support from the Somerset Medical & Physical Support Services team when the available resources cannot meet the identified needs of the students concerned. SEND staff are also advised by the Physiotherapy and Occupational Therapy Service.

The school is accessible to students with physical disabilities. Each block has a lift between floors. The only rooms that are not available are the English classrooms on the first and second floor of Kennion, but arrangements can be made for the English class to be moved to a ground floor or a floor where there is access to a lift. The corridors and doorways are wide. There are disabled toilets available in each block. There is a designated First Aider on site.

We ensure that necessary equipment is accessible to all students regardless of their needs, or that additional specialist equipment is purchased.

Special Educational Needs and Disabilities budget allocation and analysis in relation to the delivery of SEND support

With regard to the annual allocated budget as set out in the LA documentation, the following information outlines the basis on which the school plans for the delivery of the SEND support.

Analysis of Best Value

The SENDCo and the Senior Leadership Team use both quantitative and qualitative data to evaluate the SEND provision. The following criteria are used to establish best value:

- The progress of students on the SEND register, according to staff records.
- Regular reading, spelling and diagnostic assessments to demonstrate a student's progress.
- Comparative data from the Cognitive Ability Tests (used as guidelines for assessing the student's ability in working to their full potential).
- Lesson observations, to assess appropriateness of curriculum materials, delivery and use of supported allocation for students with SEND.
- Monitoring of SEND provision via a range of proformas to gather information on students, staffing and systems in place.

Future Planning

Future planning of SEND takes place in accordance with:

- On-going evaluation of best value
- Annual SEND budget allocation
- On-going LA and government directives

Specialist Provision – The Student Support Centre

The Blue has adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, as far as practicable, fully integrated into mainstream classes. However, there may be

times when the best solution for the child is to withdraw them for specialist, intensive programmes of support in the SSC. This is particularly appropriate where a child is suffering significant emotional and mental health difficulties.

Various strategies are used in the SSC to help stabilise a student's behaviour, including in-class support, group work and individual work.

Other activities include:

- Individual discussions
- Emotional Literacy sessions
- Relaxation classes
- Social and communication skills groups
- Sessions in the Gym for Y10 or Y11 pupils
- Down time
- Therapeutic sessions including glass painting, cake decoration, model painting
- Exit cards
- Target cards

Parents and students will be involved in discussions at all stages of the SEND Code of Practice and the students' welfare will be a major factor when considering major decisions affecting their education.

Working with Other Colleagues, School and Services

The school makes use of specialist services from outside the school to provide the best support to its students.

Whole School Planning/Management/Review

All staff are encouraged to attend courses that will equip them with the skills needed to work with SEND students. As part of SEND staff's Continuing Professional Development through the Performance Review And Development process, in-house training and external training will be actively encouraged. External agencies will also be encouraged to attend staff training sessions to hone skills and reinforce current trends. The Inclusion Development Programmes (IDPs) that have been produced by the National Strategies are also embedded in the school's CPD.

Partnership with Parents and Carers

The school strongly believes in forging strong and positive partnerships with parents to help SEND students reach their full potential. The school recognises that they have a unique overview of their child's needs and how best to support them. Therefore this gives them a key role in the partnership.

This close contact is achieved through the pastoral support system. Parents are actively encouraged and involved in the graduated Code of Practice response through Annual Reviews, and Pastoral Support Programmes (PSPs) for students at risk of permanent exclusion. They are also welcomed into the school to discuss their concerns about their child with staff members. Parents are kept informed of their child's progress through regular reporting, parents' evening, the SEND Support process and liaisons with the pastoral support system as appropriate.