



Bramhall High School

Special Educational Needs & Disability Policy

"It shouldn't matter how slowly some children learn as long as we are encouraging them not to stop."

Robert John Meehan

PosterMyWall.com

Date Written	June 2016
Date Last Reviewed	April 2018
Date Next Review	June 2020

PLC –Personalised Learning Centre

1. The PLC vision

To enable all students with special educational needs and or disabilities to benefit fully from their education by achieving their full potential.

This should be in accordance with relevant legislation and statutory regulations including the Disability Discrimination Act (2005) and the Equality Act (2010) and in the spirit of any guidance issued by the DfE (Department for Education) and having due regard to current legislation and best practice.

All mainstream teachers have a responsibility for meeting the special educational/disability needs of the students in their classroom. Teachers have an entitlement to information, advice, support and training to help them to do this effectively. The school and especially the SEND department, will work closely with students, parents/carers and outside agencies to:

- Create an environment in which students with SEND can fulfil their potential
- Enable students with SEND to function as independently as possible within the school environment and the outside world
- Create a partnership in which the school, home and other agencies work together for the benefit of students with SEND.

Inclusive schools recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring a quality of education for all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities.

As a school, Bramhall is totally committed to the inclusion of all students regardless of their learning difficulties/disabilities. We strive to ensure that all students at Bramhall High School are able to achieve their full potential within a fully inclusive environment.



2. Leadership and Management of SEND

The SENDCO

The SENDCO (Special Educational Needs and Disabilities Co-ordinator) has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND, including those who have Education, Health Care Plans

(EHCP). Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our students with SEND receive appropriate support and high quality teaching.

Our SENDCO is **Christopher Masters**

3. Governing body

Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support students with medical conditions
- a SEND information report is published annually
- there is a qualified teacher designated as a SENDCO for the school

In addition, our governing body works with the SENDCO and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

Our SEND Governor is **Mrs Jill Brown**

4. Areas of SEND

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

4.1 Co-ordinating Arrangements:

Mr C Masters is responsible for the day-to-day operation of the policy. This includes:

- ◆ Advising other colleagues, especially teaching staff, to ensure that learning for all students is given equal priority
- ◆ Advising departments/individual teachers
- ◆ Co-ordinating and monitoring the provision for students with SEN
- ◆ Managing the Teaching Assistants team
- ◆ Overseeing the records of all students with SEN
- ◆ Analysing and assessing students' needs
- ◆ Identifying the training needs of the Personalised Learning Centre staff
- ◆ Delivering training sessions as identified
- ◆ Liaising with external support agencies including the LA's support and Educational Psychology Service, Health and Social Care and voluntary bodies.
- ◆ Directing TA provision throughout the school
- ◆ Leading EHCP review meetings
- ◆ Attending primary transition review meetings or nominating a representative to attend
- ◆ Co-ordinating Access Arrangements for examinations
- ◆ Liaising with Services for Young People
- ◆ Liaising with parents/carers
- ◆ Updating and disseminating information to staff regarding students with SEND
- ◆ Managing the PLC (Personalised Learning Centre)
- ◆ Coordinating the delivery of SEND training to teaching staff
- ◆ Distributing up-to-date information on all students with SEND

4.4 Admission Arrangements

All students will be subject to the school's policy regarding admissions. The only exceptions will be those who are physically disabled and/or have an EHCP and who may be directed to the school by the LA.

4.5 Access Statement

The school has provided some access for disabled students through ramped access to all buildings and toilet facilities around the school. There are also a number of wheelchair lifts. (see SEND access plan). The needs of the student will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. In the past we have catered for wheelchair users through sensitive rooming of lessons.

There are areas of the school site that are (at the present moment) inaccessible to wheelchair users. This is mainly due to lack of ramp and lift facilities. This issue is being addressed through planning to meet the Equality Act; improvements to site access will have to be made in the future.

5. Identification and Assessment of SEND

5.1 Identification

The identification of an individual student's needs will be a continuum including:

- ◆ Working closely with the school's feeder primary schools to ensure that information regarding the SEND of students is transferred at the beginning of KS3. A provisional SEN register of Year 7 students and a summary of needs will be distributed to staff at the beginning of the academic year

- ◆ A Pen Portraits booklet for EHCP and SEN Support students will be available to all teaching and support staff. This will outline in detail the SEND issues of each student along with their needs
- ◆ A **SEND Handbook** will be available to all staff
Students with no present intervention will be monitored by subject staff through progress checks – targets will be agreed with students in curriculum lessons
- ◆ Internal screening with subject teachers encouraged to identify students who may be causing concern
- ◆ Monitoring and observation by the Personalised Learning Centre team and TAs
- ◆ Referrals from parents/carers and outside agencies
- ◆ Referrals from the LSS (Learning Support Service) teacher supporting in mainstream.

5.2 Assessment

Assessment will be based on one or a combination of the following:

- ◆ Tests carried out by the PLC department through LSS
- ◆ Tests or assessments carried out by other agencies
- ◆ Primary school records
- ◆ Tests done by departments.
- ◆ Each student's progress is monitored and signed. The resulting data is analysed in respect of gender and looked after status. This is in accordance with the school's Equality and Diversity Policy 2011.

The department uses a number of standardised tests. These include:-

Neale Analysis	WRAT 4
Salford Reading Test	Spar Spelling Test
Bangor Dyslexia Test	Raven's Matrices
Access Reading Test	Dash Handwriting Speed Test

5.3 Provision and Allocation of Resources

The SENDCO, in consultation with Leadership, allocates resources to students with SEND identification. Students with no present intervention will have their SEND addressed by the subject teacher. Progress will be discussed at Parents' Evenings. Targets will be set by the subject teacher and Progress Checks will be issued to parents/carers at the end of each term.

During Key Stage 3, the LSS (Learning Support Service) teacher may withdraw students in a small group to work on specific programmes of study. The LSS teacher works closely with the subject teachers – but in particular the English department. Students will be withdrawn on a needs basis as defined in their EHCP. Students with other additional needs may attend Social Stories, Toe by Toe, Motor Skills United, Social Communication Skills, BSS group work or 1-1 sessions in the Personalised Learning Centre.

A small number of students with SEND may be withdrawn from certain areas of the curriculum if this is deemed to be in the student's interest.

Some students with complex needs have designated support hours, details of which can be found on their EHCPs. These students will be encouraged to work with a number of teaching assistants to facilitate working towards independent learning.

Students with SEND will have full access to a broad and balanced curriculum. Withdrawal is used sparingly, where appropriate.

Additional equipment including laptops, spellcheckers, iPads and software will be allocated where there is an identified need in consultation with LSS.

Additional provision including work placements, college courses, negotiated through review meetings and in consultation with the Service for Young People Worker, Heads of Year, Assistant Head teachers, the Deputy Head teacher and the Head teacher.

A map outlining the wide range of provision available at Bramhall High School is to be found at Appendix 1.

5.4. Entry Criteria for Additional Support

The SENDCO will refer to the SEND Code of Practice (September 2014). The document sets out clearly the assessment process and makes the criteria explicit.

Students with a disability diagnosed by an educational psychologist or a clinician will not necessarily be included on the SEND register but will be monitored by the Head of Year and subject staff. However, students with such a disability which may impact on their learning during their time at BHS will remain on the SEND Monitor list until they complete Y11.

SEND SUPPORT and MONITORING

Most students on the SEND Register 'SEN Support' or 'No Present Intervention' and will remain the responsibility of subject staff. Additional support in core subjects may be provided by the Personalised Learning Centre – TA support. Students' progress will be reviewed by subject staff at consultation evenings.

These students may benefit from RAIN, Raising Achievement in Numeracy and RAIL, Raising Achievement in Literacy, which are modified literacy and numeracy strategies 'catch up' or intervention programmes, which are additional to, or different from, those provided as part of the usual curriculum. These sessions are run by the SEND department in the Personalised Learning Centre. Students with barriers to their learning including, emotional barriers, attendance or bereavement may be withdrawn for some lessons into the **RESTART** hub or may spend time in the **CLOUD** hub. These places are places of nurture and reflection.

EHCP (Education and Health Care Plans)

A very small number of students will have SEND of a severity or complexity that requires the LA to arrange their special educational provision. Students are likely to be functioning at the first centile in more than one area, have a diagnosed physical disability, severe SEBD or a combination of any of these (complexities).

5.5 Arrangements for Co-ordinating Provision for students

The SENDCO will:

- ♦ Develop effective systems of communication to co-ordinate both internal and external provision
- ♦ Work closely with teachers to encourage early identification of individual need within the mainstream setting
- ♦ Work in partnership with staff to determine approaches, targets and strategies through SEND Support Plans.

- ◆ Promote practice by communication through established structures within school – e.g. staff meetings, bulletin notices, briefings and department meetings
- ◆ Maintain the school’s SEND register in line with current legislation and ensure that teachers have access to such information
- ◆ Formulate a department development plan which will contribute towards the school’s development plan with regard to students with SEND
- ◆ Inform parents/carers of students on the SEND register of their child’s progress
- ◆ Review students’ progress on a regular basis in line with the Code of Practice and the LA’s guidance document
- ◆ Promote relationships with parents/carers through regular planning and review meetings that will foster a spirit of partnership
- ◆ Liaise with other agencies to ensure a wide range of expertise to cater for all students’ needs. The broad range of services includes:

Educational Psychology Service	Children’s Disability Team
Learning Support Services	ASD partnership
Pendlebury Centre	Services for Young People
Children’s Physiotherapy Services	Young carers
Social Services	Occupational Therapy Services
Speech and Language Therapy Services	Secondary Inclusion Co-ordinator
BSS	Parent Partnership
Jigsaw	Youth Offending Team
HYMs	Beacon counselling

5.6 Access Arrangements - Examinations

Access arrangements are provided for a student with a diagnosed disability where an assessment proves that there is a barrier to them demonstrating their skills and knowledge. This includes, for example, providing a reader to enable the candidate to demonstrate that he/she can interpret the text.

The school is responsible for assessing appropriate reasonable adjustments for our students based on their needs. Awarding bodies are then responsible for agreeing those reasonable adjustments that have not been delegated to schools that include permitting a reader or reading software.

The JCQ monitors centres as part of their annual inspection to ensure the access arrangements system is used appropriately. All access arrangements are held in a central file by the Examinations Officer.

OFQUAL, the regulator for qualifications and examinations, also produces helpful guidance for candidates and centres and these are referred to when required.

All other requests for other access arrangements are submitted through the access arrangements online system.

5.7 Partnership with Parents/Carers

Partnership with parents/carers is integral to the ethos of the school. Parents’ and carers’ views are essential to effective implementation of learning support programmes and PIEPs.

Consultation and liaison are promoted by:

- Information on SEND provision being provided in the school prospectus
- The annual governors' report to parents/carers updating SEND issues
- The department working towards the full involvement of parents/carers during the processes outlined at each stage of the Code of Practice, during the identification, assessment and planning.
- The feelings and knowledge of the parents/carers will be taken into account at all stages through the review process and questionnaires.
- Parents/carers and students being involved in review and planning meetings
- Parents/carers being invited to contribute orally and in writing to the annual reviews and transitional plans for statemented students
- Parents/carers being encouraged to contact TA and PLC staff when necessary.
- Members of the department attending transition reviews in primary schools to initiate personal contact with students and parents/carers prior to arrival
- Dealing with all concerns and queries by Learning Support staff which will be recorded as per the Code of Practice and, if appropriate, the student will be included on the SEND register.

6. Assessing and reviewing outcomes

We record evidence of student progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, student and teaching staff will be clear about how they will help the student reach the expected outcomes. The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

7. Reviewing EHC plans

EHC plans are used to actively monitor a child's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child (where appropriate) and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. Where a child is looked after by the Local Authority, we will endeavour to synchronise EHCP reviews with social care reviews. .

8. Special Needs Evaluation Criteria

The governing body will endeavour to ensure that the best possible provision for SEND is made in Bramhall High School. SEND issues will be a regular agenda item at the Senior Leadership Team meeting and Governing Body meetings.

The evaluation process will use the following success criteria:

- RAISE online data (CVA)
- Progress check data
- Existence of accurate record keeping
- Involvement of the Leadership Group in SEND issues, in particular the linked Assistant Head teacher to each Year Group
- Progress over time with regard to standardised scores (WRATs and other standardised tests)
- Amounts of resources – budgetary and staffing – allocated to SEND
- Student attainment via objective teacher assessment
- SEND issues in development planning
- Time allocation for planning for students with SEND
- Feedback from students/parents/carers
- Attendance/involvement in INSET for all staff for SEND issues.

9. Success Criteria

The success of the school's plan for identification, assessment, monitoring and review will be evaluated by the following:

- CVA data
- Objective teacher assessment
- Teacher observation and discussion
- Diagnostic testing
- Review meetings
- Mentor meetings
- Evaluating the process and practice established to promote the Code
- Reports and additional information
- Feedback from department staff/students and parents/carers via parents/carers contributions to SEND reviews
- The monitoring of Pen Portraits by the SENDCO.

Glossary-SEND POLICY- April 2018

- *DfE (Department for Education)*
- SENDCO (Special Educational Needs and Disabilities Co-ordinator)
- EHCP (Education, Health Care Plans).
- PLC (Personalised Learning Centre)
- LSS(Learning Support Service)
- WRAT-Wide Range Achievement Test
- Neale Analysis-Reading ability
- Service for Young People Worker-Careers advice post 16
- **RAIN** , Raising Achievement in Numeracy
- **RAIL**, Raising Achievement in Literacy
- **RESTART**-nurture hub
- **Cloud** –Hub ,agencies, sensory hub
- **DoH** – Director of House
- **DoI** – Director of Inclusion