



SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

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Person responsible: SENCO

Date approved:

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Approved by:

BUILE HILL VISUAL ARTS COLLEGE

Special Educational Needs Policy

1. Introduction

This policy applies to students with special educational needs (SEND), their parents and all staff and complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014).

COMPLIANCE

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010: advice for schools DfE Feb 2013

1.1 The following definitions of special educational needs (SEN) have been taken from section 20 of the Children and Families Act 2014.

- a. 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - i. Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - ii. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- b. Children must not be regarded as having a learning difficulty solely because their first/ home language is different from the language in which they will be taught.

1.2 A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

1.3 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 day to day activities”.

- 1.4 This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.
- 1.5 Schools must also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).
- 1.6 The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:

- Disability
- Attendance and punctuality
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked after child

2. Aims and objectives of the policy

- 2.1 Buile Hill Visual Arts College aims to provide every child with access to a broad and balanced education, raising the aspirations of and expectations for all pupils with SEN. The school provides a focus on outcomes for children and young people and not just hours of provision/support.

In order to meet the individual needs of students, the school will:

- a. **Identify those who have SEND/Individual Needs** at the earliest opportunity by gathering information from parents/carers, education, health and care services and feeder schools prior to joining Buile Hill Visual Arts College.
- b. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential.

- c. **Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other Individual Needs have full access to the curriculum. This will be co-ordinated by the SENCo (Special Educational Needs Co-ordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- d. **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the school as a whole, and the effectiveness of this policy and the school's SEND work.
- e. **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- f. **Create an environment in the school where students feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between students and their teacher/Special Educational Needs Coordinator (SENCo) and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. The principles of person centred planning will always be used.
- g. **Provide ongoing training/CPD, advice and support** for all staff working with students with SEND/Individual Needs.

3. Responsibility for Co-ordination of SEND Provision

- 3.1 The **SENCo** will keep up-to-date with, and monitor the school's SEND provision. This SENCo will also be responsible for ensuring that arrangements are in place for SEND provision throughout the school, including:
- a. Responsibility for the day to day operation of this policy
 - b. Maintaining a register of children with SEND, and ensuring that SEND/Individual Needs learner records are up-to-date
 - c. Working closely with the Senior Leadership Team and other staff in co-ordinating provision for SEND/Individual Needs students
 - d. Managing staff employed to work with individual or groups of SEND students
 - e. Liaising with those within and outside the school who have responsibility for child protection, attendance and family support issues
 - f. Working closely with the parents/carers of SEND

- g. Liaising with outside agencies to gain advice and support for SEND/Individual Needs students
- h. Contributing to in-service training for staff on SEND

4. Arrangements for coordinating SEND provision

- 4.1 The SENCo will hold details of all SEND Support records such as provision maps, Person-Centred Plans or alternatives, or structured conversations and subject targets for individual students.
- 4.2 All staff can access:
 - a. Buile Hill Visual Arts College's SEN Policy and SEND Information Report.
 - b. A copy of the full SEND Register or alternative school document used for tracking this cohort
 - c. Guidance on identification in the Code of Practice (SEN Support and students with Education, Health and Care Plans)
 - d. Information on individual students' special educational needs, including action plans, targets set and copies of their Pupil Profiles or alternative records of targets set/outcome monitoring
 - e. Practical advice, teaching strategies, and information about types of special educational needs, disabilities and other individual needs
 - f. Information available through relevant Local Authorities' SEND Local Offers.
- 4.3 This information is made accessible to all staff and parents/carers in a clear summary version in order to aid the effective co-ordination of Buile Hill Visual Arts College's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students.

5. Admission and access arrangements

- 5.1 The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

By virtue of Section 324 of the Education Act 1996, Governing Bodies are obliged to admit a child with Education, Health and Care plans that names their school. However, in advance of that process the Local Authority must provide either a copy of the proposed EHC plan and appendices or, where they are proposing to amend part 4 of an existing EHC Plan, either the proposed amended EHC Plan or the amendment notice together with a copy of the existing EHC Plan, and in either case, the appendices and give

the governing body the opportunity to make observations.

The governing body may object to the direction on the grounds that the school is unsuitable to the child's age, ability, aptitude or special educational needs, or that the placement would be incompatible with the efficient education of the other children with whom the child will be educated, or with the efficient use of resources. The Local Authority has a duty to consider such objections and may consider these sufficient to warrant the naming of another school.

In turn the parents may also appeal against that decision to the Special Educational Needs and Disability Tribunal (SENDIST)

For the child's needs to be best addressed it is important that the process outlined is applied thoroughly and with a clear understanding of the responsibilities resting on all parties.

5.2 Buile Hill Visual Arts College complies with all relevant accessibility requirements. In line with the Equality Act 2010 the school ensures that all staff and students have full and easy access to all areas, both inside and outside the building(s), with appropriate furniture and equipment available where needed.

5.3 **Arrangements:** Primary link SENCOs begin to liaise with Buile Hill on additional needs concerns from Year 6 onwards.

On Open Evenings, informal meetings with parents may identify pupils with needs over and above other pupils.

During the summer term, before September entry, the SEN team request information from each Primary School about Special Needs matters and attainment data. This provides the information on which to base allocation of support and resources and to include on schools' Special Educational Needs List.

On entry to Buile Hill, new pupils will be baseline tested in the LSU. This unit supports inclusion in several ways. It is the support base within school, where new entrants to the school are baseline tested, new pupils are supported to integrate, some SEN pupils with literacy and numeracy difficulties are given more intense support and some English as an additional language pupils receive support to build their language skills.

Practice at Buile Hill is to liaise closely with parents, pupils, professional bodies and previous schools, in an effort to support fair treatment and support inclusion.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of new Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

6. Allocation of resources for students with SEND

- 6.1 All students with SEND will have access to Buile Hill Visual Arts College's budget. Some students with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority, who will determine whether the level and complexity of need meets the threshold for this funding.
- 6.2 Pupil premium and other funds may also be accessed to support the requirements of SEND students.

7. Identification of students' needs: The graduated approach to meeting special educational needs and disability

7.1 Quality First Teaching

- a. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b. Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- c. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the student in class. Further assessments may be carried out by the SENCO to support observations.
- e. Through (b) and (d) it can be determined what level of provision the child will need going forward.
- f. If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary
- g. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h. The child is formally recorded by the school as being under observation due to concern by parent/carer or teacher but this does not place the child on the school's SEND register. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference
- i. Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- j. The SENCo may also draw on more specialised assessments from external agencies and professionals for students with higher levels of need

7.2 SEN Support

Where it is determined that a student does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a student with SEND is to help Buile Hill Visual Arts College ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes:

- Assess
- Plan
- Do
- Review

7.3 Assess

- a. This involves clearly analysing the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing.
- b. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt

to be appropriate, following discussion and agreement from parents/carers.

7.4 Plan

- a. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
- b. All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

7.5 Do

- a. The class/subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.
- b. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

7.6 Review

- a. Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class/subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student.
- b. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

7.7 Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for a statement will be taken at a progress review meeting.

7.8 The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCo
- Social Care
- Health professionals.

7.9 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offers on relevant local authorities' website.

7.10 Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum

- 8.1 Students with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.
- 8.2 Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made, including, for example:
- a. Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
 - b. Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Buile Hill Visual Arts College staff should be up to date with teaching methods which will aid the progress of all students including those with SEND
 - c. Making use of all class facilities and space
 - d. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
 - e. Making sure that individual or group support is available where it is felt that students would benefit from this provision
 - f. Any decision to provide group teaching outside the classroom will involve the SENCo in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made
 - g. Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- 8.3 The School's notional SEND budget is used to commission a range of services to support students. These can include; in class support from a teaching assistant (for students with a statement/EHCP), literacy interventions, alternative provisions and time in the Nurture Room.

9. Inclusion of students with SEND

- 9.1 The SENCo oversees Buile Hill Visual Art College's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school for students with SEND.

- 9.2 The school will seek advice, as appropriate, around individual students, from relevant external support.

10. Evaluating the success of provision

- 10.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and students throughout the year.
- 10.2 Student progress will be monitored on a termly basis in line with the SEN Code of Practice:
- a. There is an annual formal evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCo and information is gathered from different sources such as child and parent surveys and teacher and staff surveys.
 - b. Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

- 11.1 If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint [see Buile Hill Visual Arts College's Complaints Procedure].

12. SEND Training (CPD)

- 12.1 Buile Hill Visual Arts College aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND or other Individual Needs.
- 12.2 The SENCo attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- 12.3 Buile Hill Visual Arts College recognises the need to train *all* staff on SEND issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services

- 13.1 The school continually build strong working relationships and links with external support services in order to fully support SEND students and aid inclusion at Buile Hill Visual Arts College.
- 13.2 Sharing knowledge and information with relevant support services is key to the effective and successful SEND provision within Buile Hill Visual arts College. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCo, who will then inform the child's parents/carers.

14. Working in partnerships with parents/carers

- 14.1 Buile Hill Visual Arts College believes that a close working relationship with parents/carers is vital in order to ensure:
 - a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
 - b. Continuing social and academic progress of children with SEND
 - c. Personal and academic targets are set and met effectively.
- 14.2 The school keeps parents/carers up to date with their child's progress by providing termly progress reports and review meetings.
- 14.3 In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.
- 14.4 If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools/Academies and Transitions

- 15.1 Buile Hill Visual Arts College will endeavour to work closely with those primary schools, secondary schools and colleges from which students are transferring, so that any support already in place for students with SEND can be continued without any break in provision. Transition plans will be drawn up prior to students moving to Buile Hill Visual Arts College.
- 15.2 Buile Hill Visual Arts College has a careers advisor in school to enable our students to access the best and most appropriate pathway for themselves when they leave us at the end of year 11. This service helps students to find the right college and course for them to move on to or the right apprenticeship scheme. The SENCo will work closely with the careers advisor to ensure that the SEND students in the school are on the right pathway for them.

16. Links with other agencies and voluntary organisations

- 16.1 Buile Hill Visual Arts College invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school is committed to working with relevant Local Authorities' Educational Psychology Services, CAMHS, Salford Learning Support Services and any other appropriate health, social care or other services.
- 16.2 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

17. Social and Emotional Well-being

- 17.1 SEN students have access to wide variety of extra-curricular activities and activities, including school trips. The suitability of the activities/trips for students is closely assessed before attendance.
- 17.2 Students with social and emotional needs are placed in a Nurture Form and have a key person so they have extra support during unstructured times such as at the start and end of the school day, breaks and lunch times.
- 17.3 We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

18. Linked policies

- 18.1 This Policy should be read in conjunction with the school's SEND Information Report. This document can be found on the school website.

19. Review Process

- 19.1 This Policy will be reviewed annually by the SENCo or when due to changes in guidance and approved by the Buile Hill Visual Arts College Board of Governors.

