

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Special Educational Needs and Disability Policy

Incorporating Special Educational Needs Code of
Practice and Information

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Document control

Reviewed:	January 2020
Author/reviewer:	V. Shakespeare
Next review:	January 2021
Governing Committee:	Full Governing Body
Electronic copies of this plan are available from:	FROG VLN
Hard copies of this plan are available from:	HR, Facilities and Communications Manager
Public sector equality duty guidance considered	Yes
Date approved:	
Approved by:	

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or guardians and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including learners **with SEND; Special Educational Needs and/or Disabilities**) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between groups of learners **with SEND** and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for learners **with SEND**.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement and special educational needs.
 - Some students in our school may be underachieving but will not necessarily have a **SEND**. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
 - Other students will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with **SEND** have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents and guardians
- To carefully map provision for all learners **with SEND** to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners **with SEND**.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.

- 1. Information about the school's policies for the identification, assessment and provision for students with special educational needs, whether or not students have EHC Plans, including how the school evaluates the effectiveness of its provision for such students.**
and
- 2. The school’s arrangements for assessing the progress of students with special educational needs**

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or students’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where students are taught?’ (Ofsted, 2006a)

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEN Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the student in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”

SEN Code of Practice 2014

STAGE 1 Appropriately differentiated, quality first teaching, including, where applicable, the use of Wave 1 or Wave 2 Interventions.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some learners **with SEND** will have access to Wave 1 or Wave 2 interventions. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with **SEND**.
- Learners receiving additional intervention are monitored to check that strategies are effective in supporting progress and appropriate adjustments are made accordingly.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles reading ages and other whole-school student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up concerns of parent/guardian
- tracking individual children's progress over time,
- liaison with partner primaries on transfer
- information from previous schools
- information from other services
- monitoring learners **with SEND** receiving additional **SEND** Support from the school's devolved budget or in receipt of High Needs funding.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- homework/learning support club

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for learners with SEND/EAL needs is carried out in the following ways:

- classroom observations and regular class visits are conducted by middle leaders, SENDCO, EAL co-ordinator and senior leaders.
- on-going assessment of progress.
- work sampling.
- scrutiny of planning.
- teacher interviews with the SENDCO/EAL co-ordinator.
- informal feedback from all staff.
- student voice interviews.
- student progress tracking using assessment data (whole-school processes).
- checking attendance records.
- regular meetings about students' progress between the SENDCO/EAL co-ordinator and the headteacher.
- headteacher's report to governors.
- Subject learning reviews.
- Drop-in weeks.
- EAL category tracker.

Stage 2 Additional Support

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving students and students with EAL who do not have SEND will not be placed on the list of students being offered additional SEND support
- In keeping with all learners with SEND, intervention for students on the SEND list will be identified and monitored.
- It may be decided that a very small number, **but not** all of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need and/or disability is being addressed. This may be the case where outside agencies have been involved in assessing the student or contributing to their provision.
- Where appropriate, an Education Health and Care Plan can be applied for after consultation with the student and parents/guardians.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEND list and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support.

Inclusion of students with English as an additional language

Definition

A student, who has English as an Additional Language, is a student whose first language is not English, and who uses that language on a regular basis inside or outside school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn using more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents/guardians in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the student will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL.
- a further mother tongue assessment may be applicable where **SEND** is known or where further information needs to be gathered in the student's first language
- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with students **with SEND** unless **SEND** is indicated.
- Work will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Parent/guardian support

We recognise that some parents/guardians who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents/guardians in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of students who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003] why children who are looked after in local authority care often fail to make expected progress at school. These include:
 - Placement instability
 - Unsatisfactory educational experiences of many guardians
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the guardians and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Inclusion of students who are Gifted and talented

In this section the term 'gifted' refers to students who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents
sports, games, skilled, dexterity
- Visual/performing abilities
dance, movement, drama
- Mechanical ingenuity
construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership
organiser, outstanding team leader, sound judgements
- Social awareness
sensitivity, empathy,
- Creativity
artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'gifted' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'gifted' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A gifted and talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification

The name and contact details of the SEND co-ordinator.

V Shakespeare 01942 909009

The name and contact details of the **Deputy SEND co-ordinator**

K Canning 01942 909009

The name and contact details of the EAL co-ordinator.

G Calwell 01942 909009

The name and contact details of the Designated Teacher for Looked After students

R Ramsden 01942 909009

Management of Inclusion within our school

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENDCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Ethnic Minority Achievement (EAL) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of learners – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all students at all times.

Headteacher

- the headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn
- the headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO) and EAL Co-ordinator
- the headteacher will be informed of the progress of all learners **with SEND** and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school student progress tracking system
 - student progress meetings with individual teachers
 - regular meetings with the SENDCO/EAL Co-ordinator
 - discussions with students and parents/guardians

Special Educational Needs & Disability Coordinator/ Deputy Special Educational Needs & Disability Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO/**Deputy SENDCO** will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating and monitoring provision for children with special educational needs

- liaising with and advising teachers
- managing other classroom staff involved in supporting learners with SEND
- overseeing the records on all children students with SEND
- liaising with parents/guardians of students with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all students with a Statement of special educational need.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support,
- collecting information Year 6 learners with SEND
- evaluating regularly the impact and effectiveness of all additional interventions for learners with SEND
- liaising sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support learners with SEND

EAL Coordinator

The EAL co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents/guardians of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic and linguistic minority learners

Class teacher

- liaising with the SENDCO/EAL co-ordinator to agree :

- which students are underachieving and need to have their additional interventions but do not have special educational needs.
 - which students require additional support because of a special educational need and need to go on the school's **SEND** list. Some of these students may require advice/support from an outside professional
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL students which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for students with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of
 - learners.

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO and EAL Coordinator will regularly attend local network meetings.
- All staff will be trained in how to best support all learners **with SEND** in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

5. Information about how equipment and facilities to support children and young people with special educational needs **and/or disabilities will be secured.**

- When specialist equipment or a high level of staffing support is required to support a student with special educational needs **and/or disabilities**, our school will fund this as additional **SEND** support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual

guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

6. The role played by the parents of students with special educational needs **and/or disabilities** (and other learning needs).

Partnership with Parents/Guardians

The school aims to work in partnership with parents and guardians. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and guardians opportunities to play an active and valued role in their child's education
- making parents and guardians feel welcome
- encouraging parents and guardians to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and guardians opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and guardians informed and giving support during assessment and any related decision-making process
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning .
- identify their own needs and learn about learning .
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- self-review their progress and set new targets.
- ~~(for some students with special educational needs **and/or disabilities**) monitor their success towards achieving the targets on their Teaching and Learning Plan.~~

Effective Transition

- We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all students in receipt of Additional **SEND** support and all those with statements of Special Educational Needs. Students with Education Health and Care

Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Students and parents/**guardians** will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

<p>7. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.</p>

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with **SEND** or EAL these will be dealt with, in the first instance, by the class teacher and SENDCO/EAL Co-ordinator, then, if unresolved, by the headteacher. The governor with specific responsibility for **SEND** may be involved, if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

Appendix 1:

Support for students with SEND in lessons:

Teaching Assistants and teachers will provide support in the same way as before the Coronavirus pandemic.

Teaching Assistants who work closely with students will:

- Provide clear instructions
- Differentiate work as required
- Provide feedback to staff about the impact of support for students they are supporting

In line with the risk assessment, Teaching Assistants will:

- Wear a mask and/or visor when providing support if 2m distancing cannot be maintained.