

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



The Provision of SEND Policy

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Document control

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Author/reviewer:	Janet Madden
Electronic copies of this plan are available from:	FROG VLN
Hard copies of this plan are available from:	HR, Facilities and Communications Manager

Changes History

Date	Description	Changes

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- School's SEND Information Report Regulations (2014). See Wigan LA's High Expectations for All Documentations at <https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>
- Statutory Guidance on Supporting students at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 3 and 4 framework document (December 2014)
- Teachers Standards (2012)

Vision

Bedford High School is committed to providing all students, including those with SEND, the tools needed to achieve their full potential for a successful life.

Our highly skilled school staff pride themselves in working closely with each other and with our collaborative partners to ensure we have high ambition for all students and also to provide, where necessary, a personalised approach that supports each individual student. Our aim is for all students to be part of a strong community and to get involved in all aspects of school life. They are offered a wide range of opportunities and personalised learning which allows all students to be happy, fulfilled independent learners. Parent/Guardian partnership is at the forefront of what we do and the relationship with our families is highly valued. We strive to ensure that all students are equipped for adult life and are prepared for their journey into further education. Through our SPIRIT character education programme, we encourage students to develop these virtues to ensure they are prepared for adulthood.

Bedford High School is committed to all teachers and support staff being teachers of SEND.

All learners strive together.

We are proud of our **inclusive** and **nurturing** approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. For those whose needs require additional targeted provision, support and/or resources, they will be added to our SEND register and a support plan of assess, plan, do and review cycle(s) will be implemented. EVERY TEACHER IS A TEACHER OF SPECIAL EDUCATIONAL NEEDS. Therefore, we endeavour to meet the needs of each individual through reasonable adjustments and targeted approaches, as per the SEND code of practice. All of which is done in collaboration with students, parents/guardians, staff, and, where appropriate, external services.

Positive learning behaviours are encouraged and promoted to enable students to get the best out of each day. We promote **high expectations** and **aspirations** from **all individuals**. Everyone is encouraged to contribute positively - to our school, the local community and beyond. **Our goal is for individuals to be all-rounded, life-long learners. We believe that this combination enables students to succeed now, in the next phase of their learning and for future success.**

Staff

This policy was created by the SEND team in consultation with the School's Governing body and SLT.

The designated person in charge of SEND is the Special Education Needs and Disabilities Co-Ordinator (SENDCO), Mrs Canning. Mrs Canning is not a member of the school's Senior Leadership Team.

The advocate for SEND on the Senior leadership Team is Mrs J Madden – Assistant Headteacher.

The policy is review date is March 2024

Rationale:

For the purpose of this policy, a student is deemed to have a special educational need, they :

- has significantly greater difficulty in learning than the majority of students of their age.
- has a medical condition or disability which either prevents or hinders them from making use of the educational facilities of a kind usually provided for students of her age.
- has social, emotional or mental health difficulties which impact on their learning.

Objectives:

- All students have an equal right of entitlement to an appropriate and worthwhile education.
- All students are special, different and have individual needs.
- All students are equally valued within the school and have a right to voice their views.
- All students have a common entitlement to a broad, balanced and relevant curriculum.
- Students with special educational needs occur in every classroom.

Definition of SEND

A child and young person have SEND if they have learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they have **significantly greater difficulty** in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (Code of Practice, 2015).

Children and young people will have at least one of the four areas of need, some may have multiple needs.

Types of Special Need

Cognition and Learning

Students may learn at a slower pace than their peers, even with appropriate differentiation.

Specific Learning Difficulties (SpLD) is an umbrella term indicating difference in learning.

Dyslexia, Dyscalculia and Dyspraxia are some of the conditions that may affect a student with SpLD.

Communication and Interaction

Students with Speech, Language and Communication Needs (SLCN) have challenges communicating with others.

Autism is one of the conditions that may affect a student with SLCN.

Social and Emotional Mental Health

Students with Social and Emotional Mental Health (SEMH) may experience a wide range of social and emotional challenges that present in many different ways.

Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder are conditions that may affect a student with SEMH.

Physical and/or Sensory

Some students have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD) are conditions that may affect a student with Physical or Sensory needs.

The following are **not** considered SEND needs but may impact on progress and attainment:

- Disability (in certain instances)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Student Premium Grant
- Being a looked after child
- Being a child of a Serviceman/woman

What the school provides

Bedford High School adheres to the SEND Code of Practice (2015) via levels of support and the graduated approach.

Graduated Approach

Useful link: <https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-4.aspx>

Each level is defined as follows:

No Support

Children/young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

Some Support

Children/young people are beginning to show some signs of emerging needs. Timely intervention would ensure that they move back to the 'No Support' category in the majority of cases. This support would be funded through Elements 1 and/or 2 of the school budget. For some children there may be a period of time when the support gradually intensifies, until 'Lots of Support' is considered.

Lots of Support

Children/young people have identified learning needs and are described in the Code of Practice at SEN Support. They will require a lot of support but a Costed Provision Map (CPM) would indicate this provision to be below the £6000 threshold and thus would be funded through Element 2 funding. They are likely to be children/young people for whom there may be the possibility of an EHC Referral

and therefore the setting would ensure that the process of evidence gathering is implemented in an increasingly robust fashion.

Exceptional Support

Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future, i.e. a well-founded referral is underway.

The nature of the assessment pathway would depend upon the age and/or needs of the child.

Entitlement

All students are entitled to receive support appropriate to their level of need. As levels of severity increase, so does the input from the school. There is no time restriction for a child to be regarded as having Special Educational Needs so movement on and off the register is fluid and monitored by the SENDCo, SEND Team, Senior Leadership team and Governors.

Responsibilities

The Headteacher and Governing Body are responsible for all students on roll who are identified as having Special Educational Needs and Disabilities. They have a duty to provide teachers with adequate training that will allow them to identify and meet the needs of children with Special Educational Needs and Disabilities. They ensure the school nominates a Senior Leader linked with SEND whole school, Special Educational Needs Co-ordinator (SENDCO), ASSISTANT SENDCO and SEND Governor to monitor the financial and educational provision within the school.

It is the statutory responsibility of the Local Authority to provide for assessment, securing specialised Special Educational Needs and Disability education and monitor the annual reviews of children who maintain an Education and Health Care (EHC) Plan. 6

All staff in school have a responsibility for maximising achievement and opportunities of learners. All teachers are teachers of SEND.

Identification and Assessment of SEND

Prior to Entry

The Transition Co-Ordinator and SENDco will liaise with all feeder primary SENDcos to identify students with SEND and gather information via the SEND Transition form. Learning Plans will be created and support levels will be identified for those who require it based on the Graduated Approach.

On Entry

All Year 6 SATS results will be requested and received by Bedford High School from their feeder primary schools. Internal baseline assessments including; subject specific, Cognitive Abilities Tests, reading test, spelling test, will take place during the first term and students who are identified as working below their pathway will be assessed further to ascertain appropriate next steps. Following the review of assessment data, students will be appropriately categorised into the relevant area of SEND which they require additional levels of support and/or interventions for. Students with particularly low literacy and/or numeracy skills are identified at this point or additional support, usually by help from an appropriate small group intervention programme.

Continuing

The Senior Leader linked with SEND, SENDCo, Assistant SENDco, pastoral team and teaching staff will continue to gather and share information from within school about the student's progress, alongside national data and expectations of progress and liaise with all staff to identify SEND needs across all year groups. The aforementioned will share concerns or successes as and when they present themselves to allow for the previously mentioned fluidity.

All students (including those with literacy difficulties identified in Year 7) are re-tested at the end of every year to track their personal development with reading and spelling. They continue to be given access to the small group intervention programmes.

Mid-Year Admissions

Once the school place has been granted, the child's previous school will be contacted for key information relevant to the child's education and wellbeing and will follow the same protocol as the above Y6-Y7 transition at relevant times.

Exam Access Arrangements

Bedford High Schools Exam Access Arrangements Officer will arrange for appropriate assessments to be carried out to support with the application of Exam Access Arrangements. Students are identified following professional recommendations and the Graduated Approach. Ofqual regulations and guidance relating to candidates with particular requirements are adhered to. All Exam Access Arrangements are communicated with teaching and support staff via their personalised learning plan / provisions for them to be used as their normal way of working.

Progress Tracking and Review

The SEND Register

The SEND register is reviewed and updated termly following receipt of the new information for any incoming students. It is always available and is regularly updated on SIMs.

Learning Plan

A Learning Plan is maintained for students with SEND who are identified as 'K' (SEND Support) or 'E' (Education and Health Care Plan) and are available to teachers via internal ClassCharts / Provision Map programme.

Learning Plans include

- Student voice
- Assessment data
- Presenting strengths
- Presenting difficulties
- Strategies used in the classroom
- Short term goals
- Summary of review with student and TA/Aspirations staff.
- Links to current and previous provisions
- Links to external professional reports.

The learning plan is reviewed and updated termly with the student and their allocated TA. Changes to the plan are shared to all teaching staff involved with the student. The learning plan is available for discussion at parents evening and during parent/carer meetings.

Range of provision

Provisions are delivered in the following ways:

Full-time mainstream education in classes, using Quality First Teaching.

Full-time mainstream education in classes with additional help in class support or, occasionally, periods of withdrawal to work with SEND Team staff.

Use of internal Aspirations Centre to deliver personalised interventions for identified students. This will be delivered by key workers.

Numeracy and Literacy intervention for those who meet the criteria following assessment.

Delivery of Small-Group and One to One Work

Where there is a real need for help with specific learning difficulties, individual or small groups may replace some lessons at times agreed with senior leadership.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Targeted Education Support Services
- Specialised Sensory Educational Team
- Health specialists
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Behaviour Support Service
- CAMHS
- MHST
- CANW

Post – 16 Provision

The SENDCo, SLT Link and Careers Team will incorporate the following strategies to support students' post -16 provision and initiate students' preparing for adulthood pathway:

- All students can attend presentations given by all local post -16 providers in the authority.
- All students with SEND receive at least two 1:1 career session in Year 10 and 11 with the nominated Careers Advisor. Year 9 students with an EHCP have an additional options support.
- Opportunities for trips to local colleges and university taster days are delivered.
- Travel Training sessions are provided by Wigan LEA for students with specific needs.
- Post-16 provision is organised through the annual review of Education and Health Care Plans.

Communication

What the school provides

- School website provides contact emails and telephone number for general
- enquiries.
- Y7 introduction evening where key staff are available to meet with parents and carers.
- Enhanced transition days are available to those students who meet the criteria. Parent/carers may be asked to be attend.
- Assistant SENDco is the initial point of contact for parent/carers wishing to discuss all matters regarding SEND.
- A representative from the SEND team, usually SENDco or Assistant SENDco, will attend parents evening for appointments with parent/carers.
- Interim assessment is formally reported to parents/guardians at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Positive dialogue between home and Bedford High School is actively encouraged to celebrate successes or address any issues raised. Parent/carer views gained as required for internal and external assessments/discussions.

Communication with stakeholders

'The Bedford High School Information Report and Local Offer' can be accessed here:

<https://bedfordhighschool.co.uk/send-policies/>

The document sets out to explore and explain how the SEND Department operates and is accessible to all stakeholders.

COMMUNICATION

This communication takes many forms: paperwork, meetings, conferences, training sessions, information evenings etc.

There is also communication through in-service training.

As well as giving feedback on Learning Plans, staff also input into student's Annual Reviews and also write whole-school reports for students with SEND in the light of their Learning Plan and personalised targets.

Communication within the SEND Department

Communication within the SEND Department has to be effective in order to best support our Student Information is passed to all through meetings, staff trays and via email.

Communication with Students

All students with SEND are encouraged to make use of the games and other activities run every lunchtime. In addition, students are consulted on an individual basis concerning their Learning Plan, particularly their preferences on what they would like their teachers to know. A mentoring service involving staff is available to students who need help with organisation and/or building self-esteem. There are also 1:1 and small group Emotional Literacy programmes.

Communication with Staff

In addition to the SEND register and Learning Plan, which are shared and available on ClassCharts, the following staff share communication with the SENDCo via meetings: The Heads of House, Pastoral Line Manager, Assistant SENDCo, Lead Teaching Assistant/ Deputy Designated Teacher and the SENDCo.

Further information is communicated via staff briefings (weekly) and the bulletin which is communicated each day.

Communication with Parents

Bedford High School firmly believes in working in partnership with parents and carers of all students, particularly those with SEND. It is through these close working relationships that students can make the best progress throughout their school career. Parents are encouraged to visit the school regularly, both for formal meetings and on a less formal basis. The SENDCo is available for information evenings, particularly the New Intake evening. Parents are also specifically asked to attend for all Person-Centred Annual Reviews of a student's EHC Plan.

Useful contacts and links for students, parents and carers.

The name and contact details of the SLT SEND Link

J Madden 01942 909009

The name and contact details of the SENDco

K. Canning 01942 909009

The name and contact details of the Learning Support and SEND Administrator

S. Gregory 01942 909009

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

R Ramsden 01942 909009

Wigan Local Authority (Local Offer)

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and->

[Disability/LocalOffer/index.aspx](#)

Embrace (Support for Families) 01942 233323

<http://www.embracewiganandleigh.org.uk/>

Concerns or complaints from parents/carers

We will always ensure that we can provide the absolute best in support, intervention and care. However, where a conflict or complaint arises, we follow a resolution procedure outlined in the 'Complaints Policy Document.'