
	<p>The Brakenhale School</p> <p><i>High Expectations and Challenge for All</i></p>	
---	---	---

Policy Title
Special Educational Needs and Disabilities

Date ratified by the FGB	June 2016	For review by	June 2017
Staff Responsible	Headteacher	Implemented by	SENCO – Miss L Ball lball@brakenhale.co.uk 01344 423041 x 341

Links to other policies	Equality policy Exclusion policy Student Behaviour Policy Home/School agreement policy Curriculum policy Supporting students with medical conditions
--------------------------------	---

Rationale	The Governing Body, Headteacher and all members of staff, in conjunction with the local authority, have a responsibility to ensure that every student has an equal opportunity to attain the maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.
Reference to:	<ul style="list-style-type: none"> • Equality Act 2010: advice for schools DfE (Feb, 2013) • Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015) • Statutory Guidance on Supporting students at school with medical conditions (Dec, 2015) • The National Curriculum in England: framework for key stages 1 to 4 (Dec, 2014). • Safeguarding Policy • Accessibility Plan • Teachers Standards (2013)

The Policy	The Brakenhale School has high expectations for raising the aspirations of and expectations for all students with SEN/D and providing a focus on positive outcomes for students. We do this by: <ol style="list-style-type: none"> 1. Identifying the most appropriate needs and provision for students who have special educational needs and/or disabilities. 2. Working within the guidance provided in the SEND Code of Practice, 2015. 3. Operating a “Whole student, whole school” approach to the management and provision of support for SEND. 4. Appointing and continuously developing a Special Educational Needs Coordinator (SENCo) who will implement and work to the SEND Policy. 5. Providing support and advice for all staff working with SEND students. 6. Working together in a close relationship with the parents of SEN/D students.
-------------------	--

Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (SEN COP, 2001).

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Students will be placed on the SEND Register under SEN Support ('K' on the SEND Register). Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made. Students on the SEND register will be regularly reviewed and any adjustments or amendments will be made in collaboration with parents/carers and staff. The COP (2014) recognises that the **SEN Register is a fluid document** that is constantly updated.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional, social or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Gifted and Talented:

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Identification, Assessment and Provision:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to appropriate members of school staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials

- Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
 6. Using outside agencies where necessary and appropriate.
 7. Monitoring individual progress and making revisions where necessary.
 8. Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
 9. Encouraging students with SEND to actively participate in decision making processes and contributing to the assessment of their needs, meeting and transition process.
 10. Regularly reporting to governors regarding SEND issues to raise awareness and aid implementation of processes and procedures.
 11. Staff collaborating effectively.

The school uses the graduated response as outlined in The Code of Practice (2015). Early identification of SEN is a priority at The Brakenhale School. Identification of need is carried out through a variety of means including:

- Information gathered via transition meetings-ensuring close links with feeder schools to support the transition process
- Analysis of assessment data including Key Stage 2 Statutory Assessment Tests (SATs) and Cognitive Ability Tests (CATs) and reading test.
- Concern expressed by and referrals received from teachers, other professionals, support staff or parents/carers.
- Working collaboratively with other professionals and support services

Teaching students with SEND requires a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Brakenhale School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response:

- **Wave 1** - Quality First teaching by all teaching staff including highly differentiated curriculum.
- **Wave 2** - Is initiated where students continue to make inadequate progress following Wave 1 response. Then interventions may include withdrawal programmes and LSA (Learning Support Assistant) support.
- **Wave 3** – Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. Support can

include provision of specialist assessments, advice on strategies or materials, short-term support or training for staff.

- **Statutory Assessments/ Education Health and Care (EHC) Plans** – If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or parent/carer may decide to request that the LA undertake a statutory assessment. This may lead to the student being provided with an EHC plan.

Supporting students and families

- Families of students with SEN are encouraged to view the School's [Local Offer](#) on the Bracknell Forest website and The Brakenhale School's SEN Information Report.
- Other useful sites:
 - [BFC Parental Support](#)
 - [DfE Special Educational Needs and Disability- A guide for Parents and Carers.](#)
 - [Parent Partnership](#)

Supporting Students at School with Medical Conditions:

- The Brakenhale School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEND and may have a statement, or EHC plan which bring together health and social care needs, as well as their special educational provision and the SEND COP (2014) is followed.
- See The Brakenhale School's [Supporting Students with Medical Conditions Policy](#).

Monitoring and Evaluation of SEND:

- The success of this policy and SEND provision is monitored via the school's self evaluation and reporting activities which include:
 - Lesson observations
 - Analysis of student tracking data
 - Monitoring of procedures and practice by SEND Governor
 - Annual Progress learning walk
 - Annual examination report to Governors will report specifically on students with SEND
 - Parent views gathered annually and at Annual Review meetings
 - Student views gathered annually and at Annual Review meetings

Training and Resources:

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers, NQT (Newly Qualified Teachers), Student Trainees and support staff undertake induction and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The school's SENCOs regularly attends BFC SENCO Forum meetings in order to keep up to date with local and national updates in SEND.
- The school has membership to NASEN.

Structural Arrangements

Roles and responsibilities are in accordance with the Code of Practice (2015) guidelines and school job descriptions.

Roles and Responsibilities

SEN Coordinator (SENCo):

Screening and identifying students with SEND (see **Identification, Assessment and Provision**).

- Determining in consultation with the student, their parents/carers and other professionals the provision made in school to support students with SEND. This may include one or a combination of the following provision:
 - *In-class support*, e.g. LSA support.
 - *Withdrawal support* for literacy and other key skills where necessary: withdrawal from tutor time or curriculum. Support may be individual or group work.
 - *Other support*: 1:1 learning mentor support or counselling, various forms of group work, e.g. circle of friends, art therapy, social skills groups; lunchtime hangout; registration support for homework and organisation; other measures may be adopted as appropriate for individual cases, e.g. the use of a time out card, reduction or modification of timetable, provision of special materials such as coloured overlays.
- Disseminating information and raises awareness of SEND issues throughout the school.
- Managing and developing roles of Learning Support Assistants (LSAs), through training and Performance Management.
- Coordinating provision for students - involving SEND students, where practicable, in decisions affecting their future SEND provision.
- Supporting the teaching and learning of students with SEND.
- Setting appropriate targets for all statemented students or students with an Education Health and Care plan (EHCP) in consultation with the student, their parents/carers and other professionals (assessed on a yearly or half-yearly basis as appropriate, through the mechanism of an annual review).
- Monitoring SEND tracking sheets.
- Monitoring Brakenhale School's delivery of SEND Policy.
- Supporting recruitment and deployment of School's Progress Department which includes SEN Teachers and LSAs.
- Allocating SEND funding and resources.
- Liaising with;

Governors' Statutory Policy

- Parents and carers of students with SEND.
- Schools, including feeder primaries and specialist settings.
- Fellow staff members and providing advice.
- SENCOs, both locally and nationally
- Outside agencies.
- Preparing the SEND Governor report.
- Some students with SEND will need extra support to develop positive behaviour linked to social, emotional and mental health issues and this may involve interventions from internal school support systems or from outside agencies.

The Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Annually appoints a named Governor for the oversight of special educational needs and Disabilities (SEND).
- The Governing Body aims to:
 - provide students regardless of their special educational need or disability to have access to a broad and balanced curriculum, differentiated where appropriate to meet an individual's need and ability;
 - enable every student to experience success;
 - promote individual confidence and a positive attitude.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing Body.

Other staff:

"All teachers are teachers of Special Needs." – SEN COP (2014)

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the learning support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Liaising with and seeking advice from the SENCO.
- Monitoring progress of students with SEND against the agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns using the Referral Forms.

Learning Support Assistants:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against the targets using Student Tracking Sheets
- Contribute to the review process, either in person or via a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.

Storing and managing information

Please see Safeguarding and Child Protection Policy*

Accessibility

Please see the school's Accessibility Plan*

Dealing with complaints

Please see The Brakenhale School's Complaints Procedures*

Bullying

Please see the school's Anti-Bullying Procedures in the School Behaviour and Discipline Policy*

* All documents are available from school

MONITORING AND EVALUATION OF THIS POLICY

The Brakenhale School's SEN Policy is reviewed annually, by the SENCo, linked senior leader and the governing body's 'Students' working group.