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## **Special Educational Needs and Disability Policy**

Children and Families Act (2014)

SEN Disability Code of Practice, 0-25 years 2014 (SEND 2015)

ISI Regulation (2015)

Date: August 2020

Review Cycle: Annually

Next Review Date: August 2021

Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the ***Equality Policy, The Health and Safety Policy and the Safeguarding Children and Child Protection Policy***.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

**Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:**

**Peninsula HR Online**

**Peninsula Business Safe (Health and Safety)**

**Atlantic Data (DBS)**

**Educare (online CPD)**



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## **Introduction**

Bredon School ('the School') values the contribution that every child and young person can make and seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. As such provision for pupils with Special Educational Needs and/or Disabilities ('SEND') is a matter for the School as a whole.

This policy was created by the Inclusion Manager in collaboration with the SENCO team, the SEN Governor, the SLT, all staff and parents of pupils with SEND. The SEND Policy is an integral part of the School's strategic planning. The School incorporates the development of the SEND policies into the School's overall improvement plans.

## **Objectives**

The aims of this policy are to:

- afford opportunity to pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- ensure compliance with the Equality Act 2010
- have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
- detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time
- operate a "whole pupil, whole school" approach to the management and provision of support for SEND
- ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate
- work in partnership with parents to enable them to make an active contribution to the education of their child.

## **Overview**

*SEND: A pupil has SEND where their learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014).*

*Disability: A pupil is disabled if they have '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**' (as defined by the Equality Act 2010).*



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Pupils will 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.

Not all pupils who have a learning difficulty or special educational need are disabled.

## **Staff Responsibility**

Education and welfare provision for pupils with SEND is a matter for the School as a whole. All teachers are teachers of pupils with SEND. **All teaching staff** are therefore responsible for helping to meet an individual's special educational needs, and for following the Schools' procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Headmaster has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.

The **Headmaster** has specific key responsibilities, which include:

- The management of all aspects of the School's work, including provision for pupils with SEND.
- Working closely with the Head of SEN to keep the governing body informed about SEND issues and including it as part of the School development plan.

The **Inclusion Manager** has specific key responsibilities, which include:

- Strategic management of the SEND provision across the School and delegated responsibility for implementation of the School's SEND Policy
- Working with the Headmaster to keep the governing body informed about SEND matters and including it as part of the School development plan.
- Delegated responsibility for regular monitoring and reporting to governors about the implementation of the School's SEND Policy.
- Evaluating the suitability of the School as a provision for prospective pupils with SEND and making recommendations in collaboration with the Admissions Panel and SENCO team
- Keeping parents informed about the School's SEND provision
- Timetabling of support for pupils with SEND
- Finance related to pupils with SEND
- Over-see & coordinate work of the SENCO team.



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- Liaising with SEND Governor and SLT to ensure that SEND issues are given prominence and new initiatives driven forward and embedded across the School
- Line management of the learning support teachers
- Overseeing inspection paperwork and liaising with organisations such as CReSTeD

The **SENCO Team** have specific key responsibilities, which include:

- Overseeing the day-to-day operation of the School's SEND policy
- Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND
- Helping staff to identify pupils with learning support needs
- Managing the teaching assistants in the School
- Co-ordinating provision for pupils with SEND
- Overseeing and maintaining the records of all pupils with SEND including individual provision maps
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff
- Assessing prospective pupils
- Liaising with external agencies including the educational psychologist, careers guidance, Child and Adolescent Mental Health Services ('CAMHS'), health and social services; voluntary bodies; BDA
- Organising and attending Annual Reviews with the Local Authority and parents for those pupils with a statement or Education Health Care Plans ('EHCP')
- Implementation of Pupil Passports and ensuring they are easily accessible to staff
- Monitoring Statement/ EHCP implementation
- Attending tribunal hearings as an expert witness on behalf of the School
- Deployment of resources; accounts; orders
- Advising and monitoring staff in the learning support department, in conjunction with the Inclusion Manager
- Ensuring that the School keeps records of all pupils with SEND up to date
- Maintaining the Additional Needs Register, to include pupils with SEND

**Cavendish Education** has a role in managing and directing the SEND provision at the School, through questioning policy and procedures.

### Accessibility Plan



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The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around school site and as a result of the School buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

## **Admissions**

The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The School will treat every application for a place at the School in a fair, open-minded way.

An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot accommodate a disabled applicant.

## **Bullying**

The School recognises that those pupils with SEND may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Where staff have any safeguarding concerns the School's Child Protection procedures must be followed.

## **Identification, Assessment, Provision and Review**

Identifying need at the earliest point and then making effective provision improves long-term outcomes for a pupil, especially to the development of phonics and communication skills in the Early Years. All Reception pupils complete a baseline assessment on entry and follow-up monitoring continues annually through the School.

### **i. Assess**

For prospective pupils and before an offer of a place is made, the School will liaise with parents and feeder schools (if required) to ensure sufficient information is obtained about any special circumstances affecting the child. The School will complete a basic assessment with prospective pupils when they attend the School as a guest pupil.

'Ability Tests' are administered during the first term for pupils in Year 7. The results are used by the School to provide information about those currently identified as receiving SEN Support or have a Statement or EHCP.

Pupils at KS2 and KS3 sit a range of tests to monitor progress and identify those pupils who are making less than expected progress, given their age and circumstances. The School will also consider a number of other factors when monitoring pupil progress



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such as teacher and school wide assessments; comparison to the pupil's peers, the views and experience of parents and, where appropriate, the pupil's own views.

SAT results in Maths and English from KS2 (where they are available) are also analysed for pupils who did not achieve a Level 4 which may suggest those pupils may benefit from a differentiated literacy and numeracy programme.

The School uses a graduated approach where there is a concern for a particular pupil who does not have any diagnosed learning difficulty and/or disability. The classroom teacher would usually initiate the first steps of a graduated approach to identifying SEN. If a pupil is making less than expected progress (in light of their age and particular circumstances), the SENCO will be notified. The SENCO will investigate the matter and, where they reasonably consider that a pupil may have a learning difficulty, may request parents to obtain a formal assessment, the cost of which will usually be borne by parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Classroom teachers are provided with a checklist of strategies which should be attempted before a referral is made. Additionally, a member of the SENCO team will assess other pupils who have referred themselves or have been referred by a parent or guardian.

Parents will be notified if a pupil requires SEN Support. Where pupils receive SEN Support, are Statemented or have an EHCP, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be informed where an external agency/service provider becomes involved with their child.

## **ii. Plan**

The Inclusion Manager will liaise with the SENCO Team, parents, pupils and teachers as appropriate to determine that the level of intervention and support is appropriate. Parental involvement is important to reinforce and contribute to a pupil's progress at school and at home.

The SENCO Team ensures that teachers are made aware of pupils needs, outcomes sought and appropriate teaching strategies. Where necessary, support and intervention, based on reliable evidence of effectiveness, should be provided by specialist staff who have experience teaching pupils with specific learning difficulties. Specialist staff may draw upon a variety of sources of information in order to inform their planning such as reviewing Statements / EHCPs and specialist reports, assessment data e.g. CAT and SENCO assessments, progress grades, subject reports and consideration of teacher, pupil and parent feedback.





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### Pupil Passports

Every pupil who has been identified as receiving SEN Support or has a Statement or EHCP, will have a Pupil Passport. A member of the SENCO team or the pupil's identified specialist teacher / teaching assistant in consultation with specialist support service or external agency, if appropriate, will write a Pupil Passport with the pupil.

The Pupil Passport contains key information such as:

- Literacy and Numeracy data (standardised scores **not** reading, spelling or Maths ages)
- Date the passport was updated and date of review
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil, how these difficulties or weaknesses affect them
- What staff can do to help support the pupil and what pupils can do to help themselves
- Whether there is a Risk Assessment available for the pupil, denoted by RA for the benefit of staff working with the young person

### Short-term Outcomes

Specialist teachers are required to agree short-term outcomes with pupils. These short-term outcomes relate to literacy; numeracy; behaviour; social; life-skills or physical skills.

#### iii.      **Do**

Pupils are placed in groups in order to facilitate appropriate levels of intervention. Sets where pupils are of a lower ability are often smaller in size. Small class sizes, an appropriately differentiated curriculum and multi-sensory teaching taught by teachers experienced in supporting pupils with SEND will be sufficient for some pupils to make the expected rate of progress.

Pupils are set according to their level of understanding and not literacy ability, where possible. This is often dependent on a pupil being willing and able to use an alternative method of recording, e.g. assistive technology such as voice activated software.

Through numeracy and literacy intervention, pupils have access to individual or small group tuition to support short-term outcomes, delivered within the classroom, through limited periods of withdrawal and/or through out-of-hours provision and/or access to specialist I.C.T. equipment or materials.

Where individual or small group tuition is provided by a specialist teacher or a teaching assistant, this is done so under the guidance of the SENCO. For pupils who are



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withdrawn for specialist tuition there may be an additional charge which depends upon the level of support required, subject always to the School complying with its obligations under the Equality Act 2010.

#### **iv. Review**

Pupils who are withdrawn for specialist teaching will receive a written report once a year in the summer term which summarises their progress. Pupils who are in receipt of a Statement or EHCP will also receive an annual report from their specialist teacher prior to the annual review.

Parents and guardians of pupils who are receiving SEN Support, have a Statement or EHCP will be offered termly consultation meetings to discuss progress made by the pupil with a specialist teacher or SENCO. Pupils and their parents or guardians are involved in agreeing next steps which could be the setting of new short-term outcomes, a different course of action or a new intervention strategy.

The key test of the need for additional or different action, whatever the level of the pupils' difficulties, is evidence that the pupil is not making adequate progress. However, the School recognises that not all pupils will progress at the same rate so a judgement will be made in each case as to what is reasonable for a particular pupil to achieve.

Pupil Passports are reviewed yearly by the specialist teacher or the SEND team. The Pupil Passport may be amended sooner, as and when circumstances change for the pupil, at the request of the pupil, parent, guardian, specialist teacher, SENCO or on the receipt of new specialist reports and or changes to an EHCP/statement .

The SEND of the great majority of pupils will be met effectively within mainstream settings through SEN Support, without the LA needing to make an Education, Health and Care needs assessment. In a small number of cases the LA will need to make an Education, Health and Care needs assessment which may lead to the creation of an EHCP. In these cases a request for an assessment may be made by the School, the parents or referral by another agency (health authorities and social services departments). Statement or EHCPs are reviewed annually to monitor and evaluate the continued effectiveness and relevance of the provision set out in the Statement or EHCP. This is done in conjunction with parents, the pupil, the School and all the professionals involved in the pupil's support.

#### **Access to the Curriculum**

In some cases some pupils are withdrawn from specific lessons to work on their literacy, numeracy, language or social skills, this is done after careful consideration of the pupil's individual needs.





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All pupils with SEND are taught for most of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. In exceptional circumstances some pupils with SEND may be disapplied from parts of the National Curriculum. This circumstance will only arise after careful consideration of the pupil's needs, the impact of the curriculum being disapplied and following pupil and parent consultation. Where appropriate, materials may also be modified or support provided, to enable pupils with SEND to access the learning or assessment processes.

In addition to the statutory curriculum, the School provides a wide range of additional activities. These include sporting activities and use of the School farm. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Monitoring of SEND provision**

The School is committed to regular and systematic evaluation of the effectiveness of its support for those pupils with SEND and how resources are used to address SEND. The School may employ a series of methods to gather data for analysis including (but not limited to):

- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of short-term outcomes
- Post-16 destinations of pupils with SEND
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Maintenance of assessment records (e.g. literacy and numeracy data) that illustrate progress over time.
- Regular meetings between the Inclusion Manager and SENCO team; class/subject teachers; Heads of Departments; tutors; SMT; teaching assistants; Deputy Head – Academic.

The School reports annually upon its successes and identifies aspects for future development.

### **Pupil's voice**

Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. All pupils should therefore be involved in making decisions where possible right from the start of their education. Due weight will be given to according to pupils age, maturity and capability.



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### **Staff Training**

The Inclusion Manager and SENCO team attend appropriate local and national courses/conferences; and have membership to a range of organisations which provide training on SEND.

All teachers and teaching assistants within the school are encouraged to take externally accredited SEND related courses. Teaching Assistants and teaching staff are encouraged to attend conferences, seminars, INSET sessions, as identified in their Performance Management interview. If approached or the Inclusion Manager sees a need, INSET training is given directly to staff.

In 2018 all members of staff, who did not have a specific SpLD qualification were funded to complete and qualify for the OCR Level 3 Diploma in Specific Learning Difficulties.

The Deputy Head Academic invites all newly qualified teachers and new staff to INSET training which gives an over-view of a teachers' responsibility to pupils SEND; strategies which may work in the classroom; the referral system; the Pupil Passport system; the SEND handbook and policy.

### **Links with Other Schools, Teachers and Facilities**

The School has made informal links with other local schools to develop and share good practice. The School also employs other professionals on a regular basis to work with the pupils who have certain SEND, for example a team of speech and language therapists and therapy assistants as well as a paediatric occupational therapist and sensory integration specialist. When these services are 'engaged' a charging system operates, subject always to the School complying with its obligations under the Equality Act.

### **Parents and Guardians**

Parents' views and contributions are important to the School in helping to meet the needs of all pupils, particularly those pupils with SEND or learning support needs. Parents and guardians will be supported and encouraged to:

- Play an active and valued role in their child's education.
- Make their views known about how their child is educated through parents evening and the open door policy of the SEND team.
- All parents and guardians of pupils with a statement or EHCP are given the opportunity to complete feedback which is shared at the annual review meeting.
- Access information, advice, and support during assessment and any related decision making processes about SEND provision. Information, advice and



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support are also offered through an 'Open Door Policy', where parents and guardians are encouraged to phone or email with any questions, parents and guardians are provided with the email addresses of every member of teaching staff; the Inclusion Manager and SENCO team is also available at all Parents' Evenings.

## **Complaints**

Parents' consultation meetings are held termly but parents and guardians are welcome to visit the School or arrange meetings at other times to discuss any aspect of their child's progress with the classroom teacher, specialist teacher or SENCO. However, if parents have any cause for concern or complaint, they are invited to use the School's Complaints Procedure.

This policy can be made in larger print or more accessible format if required.

Date: August 2020

Review Cycle: Annually

Next Review Date: August 2021