

SEND Policy

Approved by:	[Name]	Date:	May 2019
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SEND Policy

A26 – Special Educational Needs and Disabilities Policy

a) Rationale

We are committed to providing an inclusive curriculum which promotes high aspirations and excellent outcomes for each and every student. We believe that working in partnership with students and parents, we have a responsibility to ensure all students are able to access, enjoy and achieve at Brune Park Community School. This policy should be read in conjunction with the SEN Information Report which is published on our website.

b) Admissions

The School's admission policy is entirely non-selective. Students with a range of abilities and special educational needs are admitted unless there are extenuating circumstances. There is no discrimination regarding any students. Students with SEND, both with and without an Education, Health and Care Plan (EHCP) will be admitted, provided they satisfy the criteria of the admissions policy, as applied to all applicants.

c) The SEND aims of the school

- To ensure students have access to a broad, balanced and relevant curriculum.
- To provide a differentiated curriculum appropriate to each student's needs and abilities.
- To recognise the diversity of students' needs and meet these needs through flexible and varied provision.
- To identify students requiring SEND provision as early as possible.
- To provide focused intervention to secure progress for students with SEND.
- To involve students and parents/carers in reviewing progress, provision and identifying needs.
- To work with external agencies, where appropriate, to provide additional support for students' needs.
- To take the graduated four point approach outlined in the SEN Code of Practice 2014 of: assessing, planning, doing and reviewing SEND provision.

d) What is SEND?

Children have special education needs if they have a learning difficulty or disability that calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of children of the same age.

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- Have a disability that 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 authority.
 - Are under compulsory school age and fall within the definitions above or would do so if special education provision is not made for them.
- (SEN Code of Practice September 2014)

e) Areas of Special Educational Need

- SEN Need is identified under the following categories:
- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Disabilities
- Social, Mental and Emotional Health

f) Special Education Provision means:

- For a child over two, educational provision which is additional to or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.
- (SEN Code of Practice September 2014)

It is important to note that a student must not be regarded as having learning difficulties solely because the language or form of the home language is different from the language in which they are taught.

Brune Park Community School will take due regard of the Special Educational Needs Code of Practice and ensure that parents/carers are notified when SEN provision is being made for their child. We believe that the needs of every child is best served by parents/carers, teachers and students working together.

g) Monitoring and Evaluating the Success of the School's SEND Policy

The SENDCo will report to the Governing Body on the success of the policy in meeting special educational needs within the school. Reference is made to

1. Student progress
2. Analysis of reading standardised score tests and GCSE outcomes
3. Moves on the SEN Register
4. Impact of interventions
5. The impact of the Learning Support provision on the learning outcomes for students.

The SEN Governor and the SENDCo will meet termly.

h) Identification, Assessment and Provision

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All teachers are teachers of students with special educational needs; accordingly all teaching staff are responsible for identifying students with SEND and in collaboration with the SENDCo (Special Educational Needs and Disabilities Coordinator) will ensure that those students requiring additional and or different support are identified at an early stage.

The SEN Code of Practice advocates a graduated response to meeting the needs of SEND students. When students are identified as having SEND the School will intervene with an appropriate graduated approach.

Close Liaison with primary schools ensure that teachers are aware of students with SEND as soon as they begin their journey at Brune Park Community School.

Assessment is a key process in identifying students with SEND. A crucial factor in considering where a student has the need of SEND provision is whether or not they are making progress.

Identification of Special Educational Needs is achieved through a variety of means including

- Records from feeder schools.
- Screening/diagnostic tests.
- Prior attainment outcomes.
- Student's work.
- Teacher observation.
- Termly assessment data.
- Reports from external agencies.
- Information from parents.
- Any other relevant source.

The three main methods of provisions are:

- Full time high quality teaching in class, with additional help and support provided by the teacher through a differentiated curriculum. All students work for the majority of their time in mainstream classes following the normal school curriculum.
- To complement this provision LSAs work alongside class teachers in some mainstream classes to provide additional support for students with SEND.
- Where appropriate students are withdrawn from classes, sometimes individually but also in small groups to follow specially devised programmes of work/internal intervention.

i) Monitoring Student Progress

Where a student is making insufficient progress, the teacher will consult the SENDCo and a review of the approaches adopted for that student will be held. If additional support to that of normal class provision is required, additional support should focus on:

- Narrowing the attainment gap between the student and their peers.

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- Showing an improvement in self help, social or personal skills.
- Showing improvements in a student's behaviour.

j) Individual Strategy Plans

Students with SEND needs will have a Student Profile which will detail:

Profile of need.

- Information about the student and area of need (assess)
- The involvement of outside agencies (assess)
- Short term targets for the student (plan)
- Teaching strategies to be employed. (do)
- Outcomes (review)

k) The Role of the SENDCo

The SENDCo plays a crucial role in the School Leadership Team coordinating the SEN provision of the school. This involves working in collaboration with the Leadership of the GFM (Gosport & Fareham Multi Academy Trust) and the Governing Body to determine the strategic development of the SEND policy.

l) The Role of the Governing Body

The Governing Body ensures that the resources are allocated wherever appropriate and practicable in order to provide SEND provision for all students requiring this and in meeting the objectives set out in this policy.

m) Partnership with Parents/Carers

The school believes that involvement of all parties – teachers, parents/carers and the student enables students with SEND to achieve their potential and parents/carers are considered to be key partners in the process with a valuable contribution to make.

The School will work closely with parents/carers, students, colleges and other agencies to plan out support transition arrangements towards further education, training and/or employment.

n) Links with external agencies

The School recognises the valuable role external agencies provide in assisting to identify, assess and provide for SEND students. We therefore engage with a range of agencies to support SEND students as appropriate:

- Educational Psychology.
- CAMHS (Child and Adolescent Mental Health Service).
- Specialist Advisory Teachers.
- Outreach services

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- Any other external/specialist agency as required.

o) SEND INSET

SEND INSET is provided on a regular basis for staff and additional training is provided when necessary such as for new staff, newly qualified teachers, and PGCE students ensuring that they have the skills needed to work with SEND students. The training of LSAs will be considered on a regular basis in terms of their role in supporting SEND students.

p) Complaints Procedure

Where a parent is concerned about the School's response to their child's special educational needs, the parent will be encouraged to discuss their concerns fully with the SENDCo, Head of Year or Head of Department in the first instance. If the matter cannot be resolved, a further discussion should take place with the Headship Team.