

Special Educational Needs and Disabilities (SEND) Policy

Approved by:		Date:	March 2021
Maintained by:		Next review due:	[Date]

Rationale

To be greater and to aspire further

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.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure all stakeholders are knowledgeable about their roles and responsibilities

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans and SEND Leaders.

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.

SEND Policy

Gosport and Fareham Multi-Academy Trust

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Definition of 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.
- 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)

Roles and responsibilities

Key Stage 3 SEND Leader: Daniel Beck

Key Stage 4 SEND Leader: Sam Smithbone

AHT with responsibility for SEND: Deanne Coombs

The SEND Leaders and AHT with responsibility for SEND will:

- Work with the Executive Leader for Inclusion, members of secondary executive and the SEND Link Committee member to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

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The SEND Link Committee Member

The Secondary Phase Committee has nominated a link committee member, Jean Morgan, who will:

- Help to raise awareness of SEN issues at phase committee and board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the executive and SEND Leaders to determine the strategic development of the SEND policy and provision in the school

The Executive

There are five members of the GFM executive that work across the secondary, with Kerry Payne taking the lead for Inclusion which includes SEND. The Executive Lead for Inclusion will:

- Work with the SEND Leaders, AHT for responsibility for SEND and SEND Link Committee Member to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that provision for all learners meets their needs and enables progress

Teachers

Every class teachers is responsible for:

- The progress and development of every learner in their class.
- Working closely with any support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND Leaders and Inclusion team to plan, review and adjust provision to meet the needs of learners

Identifying learners with SEND and assessing their needs

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 phase's SEND Leaders will ensure that those students requiring additional and or different support are identified at an early stage.

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

Across the GFM our schools use the tools within our diagnostic hub to assess and understand the needs of learners.



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our approach to teaching learners with SEND

Teachers and responsible and accountable for the progress and development of all learners in their class(es).

High quality teaching and learning is our first step in responding to learners with SEND. Access strategies and support are planned to enable learners to engage in lessons.

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Adaptations and adjustments

- Full time high quality teaching in class, with additional help and support provided by the teacher through an adjusted curriculum. All learners work for the majority of their time in mainstream classes following the normal school curriculum. To help students access the learning in the classroom, they may be provided with specific resources such as coloured overlays, laptops and specialist equipment appropriate to their needs.
- 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. Emotional, language and social skills support is provided by LSAs who have received additional training.

Partnership with parents and carers

The GFM believes that involvement of all parties – teachers, parents/carers and the learner enables learners 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 GFM will work closely with parents/carers, students, colleges and other agencies to plan out support transition arrangements towards further education, training and/or employment.

Links with external agencies

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

- Educational Psychology.
- CAMHS (Child and Adolescent Mental Health Service).
- Specialist Advisory Teachers.
- Outreach services
- Any other external/specialist agency as required.

Monitoring learner progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with our SEND Leaders to carry out a clear

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analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Educational Health Care Plans (EHCP):

For a few students the help given by the school may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the Local Authority (LA) to initiate a statutory assessment and an Educational Health Care Plan (EHCP).

Where a request for a statutory assessment is made, the school, parents/carers and any relevant outside agencies must provide written evidence of at least two 'Assess – Plan – Do – Review cycles' to the LA. This must include details of:

- Details of any relevant educational assessments.
- Details of the agreed plan for provision by the school, parent/carer, the student and any relevant outside agents
- Records of actions taken by the school, parents/carers, the student and any relevant outside agent
- Records of review of planned provision and their outcomes.
- Details of the pupil's health including the pupil's medical history where relevant.
- Attainments levels in all subject areas.
- Details of involvement and assessment from relevant outside professionals to develop provision, for example from a specialist advisory teacher or an Educational Psychologist.
- The views of the parents and of the pupil.
- Involvement of any other professionals.

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- Any involvement by the social care or education welfare service.

There must be clear evidence of at least 12 months of significant challenges with the student accessing mainstream education.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Professional learning

In consultation with the Institute of Education and the GFM Advisory Service there is regular training and learning opportunities for teachers, support staff and the wider organisation. This training is planned in response to identified needs and as part of the GFM improvement plan. Targeted and bespoke training is provided where there is identified need for example where a specific learning difficulty is identified.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to one of SEND Leaders or the Year Office in the first instance. They will then be referred to the school's complaints policy.

If the complaint is not fully resolved, parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services