

Brune Park Community School Special Educational Needs and Disabilities (SEND) Policy

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Maintained by:	Inclusion Team	Next review due:	January 2025

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Rationale

We are committed to providing inclusive curriculums within all of the schools across the Gosport and Fareham Multi-Academy Trust (GFM), including Brune Park Community School. These promote high aspirations and excellent outcomes for each and every student. We believe that we have a responsibility to work in partnership with students, parents and carers and with all other relevant stakeholders to ensure all students are able to access, enjoy and achieve at all of the schools within the GFM. This policy should be read in conjunction with the SEND Information Reports for each of the schools within the GFM, which are published on their individual websites.



Aims of the policy

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Set out how the GFM will identify and define students with SEND.
- Set out how the GFM will support and make provision for pupils with SEND.
- Explain the roles of those involved in leading on provision for pupils with SEND.

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

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- [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 Brune Park Community School

- To ensure students have access to a broad, balanced and relevant curriculum.
- To recognise the diversity of SEND needs and meet these needs through flexible and varied provision.
- Where necessary, to provide a personalised curriculum appropriate to student's needs and abilities.
- To be evidence informed when planning the provision for students by using a series of diagnostic assessments.
- To identify students requiring SEND provision as early as possible.
- To provide focused intervention to secure progress for students with SEND.
- To involve students, parents/carers and other relevant stakeholders 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.

Definition of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 (p84) states "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age."

Children have a learning difficulty or disability 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.

(SEND Code of Practice September 2014)

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There are four broad areas of SEND described in the Code of Practice 2014. These are:

Cognition and Learning

Students with Cognition and Learning difficulties that have been identified through assessments in numeracy and literacy. This could include Mild Learning Difficulties (MLD) for those students who score a below national average result in these assessments or a 'Specific Learning Difficulty' (SpLD) if they have a recognised learning difficulty, such as Dyslexia or Dyscalculia.

Communication and Interaction

Students with a difficulty associated with communication, language and interaction. This could include students with Speech Language and Communication Needs (SCLN), or a diagnosed condition such as Autism Spectrum Condition (ASC).

Social, Emotional and Mental Health Difficulties

Some students may experience a wide range of Social, Emotional and Mental Health (SEMH) difficulties. This may include students who experienced difficulties with emotional literacy and regulation. Such as, students who have faced early trauma, those who have extensive attachment difficulties, recognised mental health difficulties or diagnosed conditions such as Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder(ADHD).

Sensory and/or Physical Needs

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including children with Autism, those with Tourette's Syndrome and those with Communication Difficulties.

Roles and responsibilities

The SEND Leaders and SENCOs with responsibility for SEND will:

- Work with the Executive Headteacher 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 SEND, including those who have EHC plans

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- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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

Leadership and Management of Provision for SEND

- The appointment of a qualified teacher as a SENCo for the school, who has achieved (or is in the process of achieving) the National Award in Special Needs Co-ordination (not required in special schools or Pupil Referral Units).
- Being a champion for SEND; to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled adults and CYP
- Facilitating continued professional development to ensure all stakeholders are equipped with relevant knowledge and strategies to enable effective provision for those with SEND
- An Executive Headteacher with oversight of GFM's arrangements for SEND who can regularly review expertise and resources for SEND as part of their approach to school improvement.
- Timely and well informed compliance regarding DfE SEND reviews, as and when they are published.
- Sufficient time and resources provided for the SEND Leader in each setting to be able to fulfill their responsibilities, as set out in the SEND Code of Practice 2015 (6.84 - 6.94).
- Publishing an up-to-date SEND Report for each setting, detailing how policy is being implemented in the individual settings, which includes links to The Local Offer from the LA and the MAT
- Collaborating with other local education providers including cross-MAT to explore how different needs can be met most effectively, giving due regard to general duties to promote disability equality.

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- Ensuring that children, young people (CYP) and parents are actively involved in decision-making throughout any additional SEND provision.
- Identification of need through the recognised assessment procedures such as those within the GFM's Diagnostic Hub, leading to application and access to additional, specialist services as required.
- Close monitoring and tracking of CYP's individualized plans and their progress towards achieving targets set for them.
- Close working relationships with the MAT's and the LA's Extended Services Teams, to enable effective additional support as required to support SEND and inclusion through the MAT's and the LA's Local Offer.
- Commissioning of external specialist services for those with SEND or possible SEND. E.g. Educational Psychologists, therapists; including Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapists (OT) and Child and Adolescent Mental Health Services (CAMHS), to advise effective support and intervention.
- Providing an annual report (verbal or written) for parents on their CYP's progress through their Personalised Intervention Plan (PIP) or Educational and Health Care Plan (EHCP)

The Board of Trustees and Scrutiny and Advisory Group (SAAG)

A member of the Trustee and our SAAG will be linked to SEND. Representing the board they will:

- Help to raise awareness of SEND 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 Headship Team

The Executive Headteacher for Inclusion oversees provision for students with SEND. They will:

- Work with Executive Headteachers, SEND Leaders, SENCOs and other senior colleagues for responsibility for SEND and SEND Link Committee Member to determine the strategic development of the SEND policy and provision within the school.

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- Have overall responsibility for the provision and progress of learners with SEND.
- 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

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

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.

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.

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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 are 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.

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

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may be provided with specific resources such as coloured overlays, laptops and specialist equipment appropriate to their needs.

- To complement this provision the SEND Support team 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 the SEND Support Team 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 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

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- 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.
- Attainment 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.
- 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

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are 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 SEND 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:

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