Special Educational Needs and Disabilities Policy

Approved date: March 2019
Review date: March 2020
THE SCHOOL VISION STATEMENT

‘Realising God-Given Potential’

The Bishop Wand School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At The Bishop Wand School every teacher is a teacher of every pupil including those with SEND

DEFINITION OF SEND

At our school we use the definition for Special Educational Needs and Disabilities (SEND) from the SEND Code of Practice (May 2015). This states: 

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day

KEY ROLES AND RESPONSIBILITIES

Head of Learning Support / Special Educational Needs and Disabilities Coordinator (SENDCO)

The Head of Learning Support / SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have an Education, Health and Care Plan (EHCP) or are on the SEND Support list (K).
Part of the role of the Head of Learning Support is to co-ordinate arrangements with the teacher/tutor/Head of Year (HOY) regarding those students with SEND

Head of Learning Support / (SENDCO)
Responsible for ensuring the Code of Practice and any additional legislation is put in place and is being adhered to throughout the school (refer to specific Job Description).

Senior Leadership Team (SLT) Line Manager
Overall responsibility for the day-to-day organisation of SEND delegated to the Head of Learning Support

The Governing Body
Has a mandatory responsibility towards children with SEND
Contribute to school profile
Keeping up-to-date with legislation and the provision, deployment of funding, and personnel resources
**Literacy teacher**
Small group Literacy teaching in Key Stage 3 (KS3) – Reading, Writing, Spelling.

**Numeracy teacher**
Small group Numeracy teaching in Key Stage 3 (KS3).

**Intervention Groups**
Small groups in KS3 - Transition, Behaviour, Social and Communication Skills.
KS3, KS4 and KS5 - 1:1 mentoring

**Learning Support Administrator**

**Learning Support Assistants (LSAs):**
- LSAs have individual support timetables – students on Education, Health and Care Plans (E) and School Support (K).
- LSAs meet with individual subject teachers once a term to clarify roles and complete LSA/Teacher Planning sheet ensuring individual teachers are aware of the specific needs of the students in their classes and the strategies required to address their needs.
- Support individuals, groups of students in accessing the curriculum in class or removed as necessary.
- Provide additional literacy/numeracy intervention.
- LSAs support teachers in producing differentiated materials to support the learning of all.

**Member of staff responsible for managing Pupil Premium (PP) and Children in Care (CIC) funding**
- Monitoring the effective use of the designated funding so the relevant students make progress.

**Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils**
- Responsible for compiling and monitoring Health Care Plans (HCP) for all students with medical needs using the information provided by Health professionals, parents and the students themselves.
- Ensuring all staff are aware and use the information to inform their planning.

**Introduction**

**How the policy was put together?**
This policy was created in partnership with the SEN Reference Group which includes the Headteacher, the SEND Governor and the Head of Learning Support. The Policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (May 2015)

**How can parents access this policy?**
You can get a copy from:
- The school website
- A hard copy on request at the school office
Please let us know if you need this to be made available to you in a different format e.g. enlarged font.
Context
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (May 2015 2015) and has been written with reference to the following related guidance and documents:

- **Equality Act 2010: advice for schools (updated DfE Feb 2013)**
- Appendix 2 – Provision Map attached
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- **Statutory Guidance on Supporting pupils at school with medical conditions Dec 2015**
- **Safeguarding Policy**
- **Accessibility Plan Link**
- **Teachers Standards March 2013**

- **The Right Provision at the Right Time – Surrey County Council (PDF)- April 2014**
  Accessing special education provision for children and young people with Special Educational Needs and Disability (SEND)
- **The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018 Pages 23-24**

Aims and Objectives
We want all pupils to become confident individuals will be able to make a successful transition on to the next phase of their educational journey and into adulthood

Aims

- We celebrate students’ individuality
- The talents of students and staff will be valued and developed
- We challenge and encourage all students to reach their highest level
- We provide an environment which builds on respect
Objectives

Department Action Plan Objectives:
1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, May 2015
4. To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities

A Graduated Response to SEN
Quality first teaching:

- Highly focused lesson planning with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Ensuring that the needs of all students in his/her class are met through a differentiated curriculum and suitable deployment of support staff
- Familiarising themselves with children’s records and information regarding their SEND
- Supporting students to achieve targets
- Using advice and strategies suggested by outside agencies
- Keeping the Head of Learning Support informed of any changes to need or circumstances
- Informing the Head of Learning Support of their concerns, or concerns expressed by parents

How is the decision made to place pupils on the register?

Identification

At The Bishop Wand School we will identify the needs of each pupil* by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Information about students’ needs is gathered on entry from:

- Feeder schools.
- Parents
- Reports from outside agencies such as Speech and Language Therapists, Learning and Language Support, Educational Psychologists and medical professionals,
- Accurate formative assessment of all students on entry – Reading, Spelling, Writing, Maths and English.
School Support (K)

- From September 2014 the initial trigger for School Support is those students who did not achieve expected progress in English and/or Maths at KS2.

- In addition the new SEND Code of Practice (2014) identifies 4 areas of additional need:

  Communication and interaction
  - Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
  - Children and young people with Autism Syndrome Conditions (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

  Cognition and learning
  - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
  - Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

  Social, emotional and mental health difficulties
  - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
  - Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

  Sensory and/or physical needs
  - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
  - Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.
  - Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
Monitoring the progress and outcomes for all students

Assess
- We will ensure that we regularly assess all students’ needs so that progress and development is carefully tracked compared to their peers and national expectations.
- We will listen to the views and experience of parents/carers and the student.
- In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.
- A ‘One-Page Profile’ which outlines needs and support required is written with the student, parents/carers and the Head of Learning Support. This is given to all the relevant teachers to inform their planning.

Plan
- Where SEND Support is required the teacher and Head of Learning Support with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed.
- All staff who work with the student will be made aware of the plan.
- Parents will be asked to share in the monitoring of progress through any home learning.
- Targets will be set termly in line with school policy.

Do
- The subject teacher is responsible for working with the pupil on a daily basis.
- She/he will also liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made.
- The Head of Learning Support will provide support, guidance and advice for the teacher.

Review
- The plan including the impact of the support and interventions will be reviewed each term by the teacher, Head of Learning Support, parent/carer and the pupil.
- This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.
- For pupils with Education Health and Care Plan the LA must review the plan at least annually.

How are parents, families, children and young people involved in this process?
- Parents/carers are invited to an annual Parent Information Evening.
- Parents/carers will receive half-termly progress reports.
- Parents/carers are expected to attend Parent Consultation Evenings, (PCEs).
- The Head of Learning Support invites parents to see her termly including after PCEs.
- The Head of Learning Support is available by face to face, telephone and email via appointments when necessary.
SEND Provision
What does Additional Support mean?

A special learning programme may take many forms. Each student is an individual and will have a programme to meet their needs. See Provision Map Appendix 2

Monitoring intervention
• The Surrey Provision Map is used to record and monitor SEND provision as a whole.
• Each student receiving EHCP (E) and School Support (K) has an individual Provision Map

Supporting parents/carers and young people
Parents/carers and young people can find additional information on the school’s website:

• The SEND Provision Map Appendix 2 (needs a link)
• Bishop Wand SEND Staffing and responsibilities Appendix 1
• Surrey’s Local Offer which includes other agencies who provide a service https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page
• Partnership with parents http://www.pwpsurrey.org
• Parents and carers guide to special educational needs (Gov.uk) explains in general terms the help available and how you can get it. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf
• The school’s admission arrangements http://www.bishopwand.surrey.sch.uk/1178/admissions-september-2018
• School Policies http://www.bishopwand.surrey.sch.uk/211/school-policies

Examination Concessions
• Students who do not achieve Standardised Scores of 85 in Reading and Spelling Assessments or have specific evidence and advice from a Medical Consultant are entitled to GCSE/GCE examination support.
• The Qualified Assessor will assess the students and Head of Learning Support will apply to JCQ for concessions arrangements.
Transition arrangements between key stages, to other schools, further education, employment and training

There is a range of support in place including:

Year 7:
- The HOY visits all Feeder Primary Schools to discuss the needs of all students.
- The SENCO Market Place is the opportunity to discuss SEND students
- 2 Induction days
- Dad's day
- School Transition Support groups

Year 9:
- Option support

Year 11:
- Careers advice.
- CV support, references and interview techniques
- College transition support for SEND students
- EHCP where appropriate

6th form:
- Individual UCAS support – Universities, Courses, Applications, Personal Statements
- SEND – Information as required
- EHCP where appropriate

Training and development

- There is a programme in place for weekly training, plus additional twilight and training days for all teachers and learning support staff to meet the needs of all students including SEND.
- An induction programme is in place for new staff also PGCE and GTP students to include SEND
- All staff have had training on the new COP 2014
- An audit of training needs has been conducted and provision put in the calendar to address these needs.
- Outside Agencies have provided SEND training recently – Educational Psychologist (EP), Speech and Language Therapist (S&LT), Learning and Language Service (LLS), Physical and Sensory Support Service (PSSS), Surrey Safeguarding, ADHD & ASD Paediatrician and School Nurse
- The Head of Learning Support attends the Surrey SENCo networks, courses and conferences.
- The LS Team have visited other schools to share good practice.
- There is a named Learning Support Assistant, (LSA) for who has completed level 3 training with ELKAN speech and language
- There are two qualified Emotional Learning Support Assistant’s (ELSA) to work with students to support their emotional needs
- There is an LSA who has responsibility for managing students with Autism Syndrome Conditions, (ASC).
- There are two Lead LSA’s who support Head of Learning Support
- SENCO holds Postgraduate Certificate Education (Special Educational Needs Coordination).

The schools policy on managing the medical conditions of students

The Bishop Wand School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

Identification
- The Medical Policy is on the school’s website link
- Where school is aware of a medical condition, an individual Health Care Plan is written with the parents/carers and students, using information provided by the medical practitioner.
Signed copies are given to: the parents, the school’s Medical Room, the student’s file.
Each teacher is informed of the IHP and copies are available in the student’s area on SIMs.
The student is named on the SEND Register.

Support
The school is fully accessible to wheelchair users – ramps and lifts in the 2 buildings.
Disabled toilets are available in all teaching blocks
An alternative room for changing in PE
The Visual Impairment Service has conducted review visits to ensure the school has made realistic
adjustments to all corridors and stairs.
The Physical and Sensory service have conducted review visits to ensure school has made realistic
adjustments to classrooms for those persons with hearing impairment.
Carpets have been put in most classrooms to reduce the background noise for hearing impaired
students. However it is not possible to carpet Science and Technology rooms due to hygiene and safety.
Some laptop availability

School trips
All students have access to school trips.
IHPS are referred to when planning a trip.
Support is put in place to ensure all students are safe and their needs met when away from the school
on an organised trip.

Monitoring and evaluation of SEN
SEN is monitored by the:
Governors – Link Governor has regular meetings with Head of Learning Support. Annual Report to
Governors
Deputy Head – Regular Line Management meetings with Head of Learning Support.
External Agencies – Annual planning meeting between the Surrey Support Team with Head of Learning.
Support and subsequent involvement as appropriate.
Head of Learning Support – on-going. Supported by the Learning Support team. Information provided
by the school staff, parents, and External Agencies.
Student Profile Reviews at least twice a year.
Annual Review of Statements/ Education, Health, Care Plans including parents, relevant school staff and
External Agencies returned to SEND-Surrey, Hounslow or Richmond as necessary.
Data analysis by Head of Learning Support 3 times a year linked to the school’s reporting system to
parents.
Provision Map – evaluation of Support Outcomes.
Parents Consultation Evenings
Student interviews
Lesson observation and work samples

Reviewing the SEN Policy
In line with all school policies the SEND policy will be kept under regular review by the School Governors.
It will next be reviewed in March 2020

Comments, complements and complaints
Please refer to the school’s Complaints Procedure document on the school website
http://www.bishopwand.surrey.sch.uk/1238/complaints-policy-and-procedure
Parent Partnership provides support especially for parents/carers of students with SEND
http://www.pwpsurrey.org
Appendices
1. Members of staff and contact details
2. Provision Mapping document

Links
- 'SEND Code of Practice 2015'
- 'Surrey's Local Offer'
- 'Teachers' Standards 2013'
- 'Equality Act 2010'
- School 'Medical Needs Policy'
- School 'Admissions Arrangements'
- School 'Safeguarding Policy'
- School 'Accessibility Plan'
- School 'Complaints Procedure'
- 'Parent Partnership'
- The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities February 2018, Pages 23-24
Appendix 1

Members of Staff linked to SEND at The Bishop Wand School

Head of Learning Support / SENCO
Name: Mrs. Sarah Wilson
Contact details: swilson@bishopwand.surrey.sch.uk

SLT Line Manager: Mr Christopher Dixon
Contact details: cdixon@bishopwand.surrey.sch.uk

The Governing Body: Mrs. Catherine Batt is the Designated Governor
Contact details: admin@bishopwand.surrey.sch.uk

Learning Support Administrator: Mrs. Michele Ebsworth
Contact details: admin@bishopwand.surrey.sch.uk

Literacy teacher: Miss Alice Ratcliffe
admin@bishopwand.surrey.sch.uk

Numeracy HLTA: Mrs Lynne Walker
admin@bishopwand.surrey.sch.uk

Lead Learning Support: Mrs Lynne Walker and Mrs Andrea Jones
admin@bishopwand.surrey.sch.uk

Intervention Groups – Ms. M Nicolaides and Ms. Hannah Elsdon
admin@bishopwand.surrey.sch.uk

Qualified Assessor: Mrs Shirley Warner
admin@bishopwand.surrey.sch.uk all contact via Mrs Wilson SENCO

Exams Officer: Mrs A Reeves
admin@bishopwand.surrey.sch.uk

Learning Support Assistants 2018-2019:
Contact admin@bishopwand.surrey.sch.uk

Mrs. F. Ayub
Mrs. L. Cartwright
Mrs. N. Chatterjee
Miss. H. Elsdon
Mrs. Y. Endean
Mrs. S. Grover
Mrs. D. Johnson
Ms. A. Jones
Ms. M Nicolaides
Mrs K Sumner
Mrs J Temple-Smith
Mrs. L. Walker (HTLA)

Designated Leads with specific Safeguarding responsibility
Name: Mr. Aldridge, Mr Dixon, Ms V O Keefe

Member of staff responsible for managing Pupil Premium, (PP)/Children in Care, (CIC) funding
Name: Ms Whitby
Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils
Name: Mrs. S Wilson

Member of staff with specific responsibility for taking care of Children in Care and previously looked after or adopted students.
Name: Mrs S Wilson