



BCS Policy:

Special Educational Needs & Disability (SEND)

Date: March 2019

PRINCIPLES AND OBJECTIVES

The Branch Christian School (BCS) has regard to the definition of SEND stated in the 2014 SEND Code of Practice: *“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools.
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.

A *disability* is described in law (the Equality Act 2010) as *'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'* Not all children and young people with a disability have SEN, but often there is an overlap.

Students must 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.

Special educational provision means:

- a) For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision, made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) For children under 2, educational provision of any kind.

The staff endeavour to monitor all students who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties, and sensory and / or physical development.

The school works closely with all parents / carers to listen to their views in order to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parents / carers involvement and support is vital to the success of the education of the students and especially those with SEND.

Monitoring the progress of all students is an ongoing process within the staff which enables early identification of any individual who may require additional or different provision to be made.

The school believes in equal opportunities and aims to meet the physical, emotional and intellectual needs of all students. This policy should therefore be read alongside our policy for equal opportunities.

Students with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with the Head Teacher.

MANAGEMENT OF SEND WITHIN THE BCS

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Students who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents / carers and students in working in partnership with the school.

All students will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken in to account:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The staff aim to recognise strengths as well as weaknesses and try to involve all students in the activities of the school.

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual student.

RESPONSIBILITY FOR CO-ORDINATION OF SEN PROVISION

The SENDCO (Special Educational Needs Disability Co-ordinator) for the school is Mrs Vanessa Farrant.

The School Administrator instigates and co-ordinates formulating this policy.

The Governing Body / Trustees or Head Teacher:

- Ensure that provision is made for pupils who have SEND.
- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the student receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for their child.

The Governing Body / DGC Trustees are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to parents.

ARRANGEMENTS FOR CO-ORDINATION OF SEND PROVISION

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Ensuring there is liaison with parents and other professionals in respect of students with SEND.
- Managing learning support assistants / monitors.
- Ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies.

All staff in the school are responsible for children with SEND.

ADMISSION ARRANGEMENTS

Provision for students with SEND is a matter for the school as a whole. The school welcomes all students to the school and endeavours to ensure that appropriate provision is made to cater for their needs.

All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents / carers are always informed.

Students with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that could be taken to prevent the incompatibility.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF STUDENT NEEDS AND PROGRESS

IDENTIFICATION AND ASSESSMENT

The school is committed to the early identification and intervention of students who may have SEND.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. The school obtains information from parents / carers and any other records from the previous schools the student may have attended.

The graduated response, adopted in the school, through the monitoring of individual student's progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

School Action - If a Supervisor identifies a student who may have SEND it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The Supervisor liaises with the SENDCO and parents / carers and involves them in setting targets and strategies. These are shared with the student and reviewed each half-term / term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the student.

School Action Plus - If adequate progress is not made after a substantial period of intervention and review, the Supervisor in consultation with the parents / carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents / carers.

MONITORING AND REVIEW

The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents / carers and student are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.

The SEND policy is subject to a regular cycle of monitoring evaluation and review.

The SEND policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.

The SENDCO ensures that all appropriate records are kept and available when needed. These are always available for parents / carers to see and can be a source of invaluable information for teachers in other classes / the next school / further educational establishments.

ACCESS TO CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

All students are entitled to a broad, balanced and relevant curriculum, through the use of PACEs and extra curriculum. Progress is continually monitored using the regular check- ups, Self-Tests and PACE tests within the ACE curriculum and through observation.

All information gained is used to support planning in order to aid progress.

Associated services are / would be used for any children with SEND.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEN OR WHO ARE DISABLED

The school strives to create a sense of community and belonging for all students. The school has an inclusive ethos with high expectations and achievable targets, a broad and balanced curriculum for all students and watches out for early identification of barriers to learning and participation.

EVALUATION PROCEDURES

The Governing Body / Trustees, will on a regular basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

The school will review and report on the effectiveness of the policy. This includes the numbers of students identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff 's continual professional development and the priorities for the year.

PROCEDURES FOR CONCERNS

The school endeavours to do it's very best for all students, but if there are any issues, the school encourages those concerned to approach the Supervisor in the first instance, the SENDCO, the Head Teacher or the Administrator and a response will be made as soon as possible.

Parents / carers can obtain support, advice and information if they wish.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The chair of Governors / Trustees may be involved if necessary.

STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES

PROFESSIONAL DEVELOPMENT FOR STAFF

The staff have regular meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation. Relevant training is provided for staff as appropriate.

SUPPORT SERVICES AVAILABLE

The school believes that effective action on behalf of students with SENDs depends upon close co-operation between the school and other professionals, e.g.: the LEA, SEND support services, health services, social services, etc.

PARTNERSHIP WITH PARENTS

The school is committed to involving parents / carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. The school include all in social events, assemblies and informal meetings.

Parents / carers are notified early if the school has any concerns and there is always a willingness to listen to issues brought forward for discussion.

The school shares information with parents / carers in informal conversations and individual meetings as well as keeping a dialogue in our home / school contact books.

Parents / carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home.

The school respects the differing needs of parents / carers such as a disability or communication and linguistic barriers.

STUDENT PARTICIPATION

Students, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the students in school are given due weight according to their age, maturity and capability.

Students participate where possible, in all the decision-making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

The school encourages students to participate in their learning by setting their own daily goals and being responsible for scoring their own work where appropriate.

LINKS WITH OTHER AGENCIES, SCHOOLS AND VOLUNTARY ORGANISATIONS

The school aims to maintain useful contact with support services in Children and Young People's Services.

Effective working links are maintained with:

- Hearing Specialist
- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

BCS SEND POLICY ADOPTION

This BCS SEND Policy is noted as at 21 November 2018, to be formally 'adopted' by the DGC Board of Trustees (BCS School Governors).

Approved by:

Name of Chair of Governors / Trustees: Mr Stephen Hodgson

Signed: _____

Policy Review Information:

Review date	Changes made	By whom	Date of next review
November 2018	Policy created.	Mr S Thomas	September 2020
March 2019	Minor modifications	Mrs J Holt	September 2020
April 2019	None	Mr S Hodgson	September 2020