

STATEMENT FOR SPECIAL EDUCATIONAL NEEDS

Guiding Principles

This policy has been formulated with regard to the 2015 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- At Biddenham we have high expectations and set suitable targets for all students.
- In this school a special educational need is defined in accordance with the 2015 SEN Code of Practice: 0 to 25 Years.
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's EHCP (Education and Health Care Plan).

All members of the school community are respected and encouraged to fulfil their progress, academically, socially, and personally. Through effective teaching and learning, supporting and encouragement, together we can enable the fulfilment of that potential. We aim for success for all.

Terms

- SEN (or SEND) refers to a Special Educational Need. "A person has SEN 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 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." (2015 SEN Code of Practice: 0 to 25 Years).

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND.
- To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- To enable all students to participate in lessons fully and effectively.
- To value and encourage the contribution of all students to the life of the school.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the need of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

Responsibilities and Resources

Emma Latchman, Special Needs and Disabilities Coordinator (SENDCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with: Rhianna Clark (Inclusion Coordinator); Asma Begum (Inclusion Assistant), Clare Warburton (Deputy Headteacher for Behaviour and Inclusion), staff, parents/carers, and other agencies.

The SEN team will:

- Provide professional guidance to colleagues to secure high quality teaching for students with SEN.
- Manage the operation of the SEN policy.
- Maintain a record of students with SEN, and ensure that the records on students with SEN are up-to-date.
- Work closely with the teaching and support staff in coordinating provision for our SEN students.
- Manage the teaching assistants employed to work with individual students with SEN throughout the school, and individual students with an ECHP.
- Work closely with the parents/carers of students with SEN.
- Liaise with outside agencies to gain advice and support for students with SEN.
- Deliver in-house training for staff on SEN themes.

The SENDCo provides the SEN Annual Information Report to Governors which is also published on the school website.

The Governing Body functions are set out in section 29 of the Children and Families Act 2014. The SEN Governor for this school is Mrs Carole Bell.

Staff Specialisms

- **Emma Latchman:** National SENCO Award; QTS Psychology; MSc (Hons) Child Development; BSc (Hons) Human Psychology.
- **Clare Warburton:** Deputy Headteacher for Behaviour and Inclusion; MEd (Cantab); MA Honours History and Politics, PGCE in History and English, PGCE in Special Educational Needs Co-Ordination; Level 7 Qualification in Psychometric Testing, Assessment and Access Arrangements).

Facilities for Students with Special Educational Needs

The school is built around a central quadrangle with nine buildings surrounding it. Most of the buildings are single story; however, two of them have teaching classrooms on a first floor. In R-block there is disabled access to the first floor via a lift. There is disabled access throughout most of the buildings including: automatic doors in most buildings and disabled toilets. The school will have regard to the 'Equality Act 2010', the 'Children and Families Act 2014' and the 'SEND Code of Practice 2015: 0 to 25 years' in terms of admitting students with disabilities. There are facilities for small group/individual teaching in R9 (The Learning Hub), and the Library. All members of the school community, including students, are invited to inform the school of any disability or additional needs that they have.

The Learning Support Department is located in the Radcliffe building. The room is equipped with 45 networked computers. Teaching staff and TAs use the rooms to work with individuals or groups of students. The room is staffed before school from 7:30 am, during all breaks and lunchtimes, and after school for Homework Club until 4.00pm every Monday to Thursday. Homework club is overseen by teaching assistants and the SENDCo who can work with students requiring support in a variety of subjects, or with their homework or controlled assessment preparations (where appropriate). All students are welcomed and supported.

Students are welcome to bring their lunch to The Learning Hub where they can engage in some structured and unstructured social activities. This can be used by students who need some nurturing time.

Resources

Delegated funding for students with an Education, Health, and Care Plan (EHCP), formally 'Statement of Special Educational Need' is mainly used to pay salaries for dedicated Learning Support staff.

Other devolved funding is allocated to support the needs of students with Additional Needs where required. For example: all students are assessed to ascertain whether their literacy levels are adequate for them to access the curriculum. Additional literacy development programmes are put into place if students are assessed to have either a reading or a spelling age below their chronological age. These programmes may be accessed in school during tutor time, English lessons and learning support lessons (where applicable). Students can also access the programme in their free time at school or at home.

Pupil Premium money is carefully allocated to support the students it is targeted for.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the student profile.

Identification, Assessment and Review

The school follows the 2015 SEN Code of Practice: 0 to 25 years graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

Assess: Teaching staff and the SENDCo/Learning Support Coordinator should clearly analyse a student's needs before identifying a student as needing SEN support.

Plan: Parents/carers must be notified whenever it is decided that a student is to be provided with SEN support and an appropriate plan of support is put in place.

Do: Subject teachers retain responsibility for a student's learning, even when a SEN support plan has been identified and possible interventions have been identified that could involve some specialist support from an additional adult, in or out of the classroom.

Review: The effectiveness of the support and provisions in place should be reviewed regularly.

Students receive a differentiated curriculum and those who don't make the expected progress are initially identified by subject teachers but also directly by the Learning Support team. The school has a system whereby any member of staff can raise concerns or issues with the Learning Support team about a student with a potential SEN or other barrier to learning. We involve parents/carers and the young person as soon as we feel a student may have a barrier to learning.

In school we use a range of assessment data to ascertain a student's progress e.g. relevant family or medical history, Teacher assessments, Screening Tests, SATs results, CATs tests, SISRA data analytics, analyse School Performance, Teaching Assistant assessments, reading and spelling phonological awareness tests, behaviour observations, and learning walks.

Additional Needs

At this stage, personalised plan, commonly known as a Pupil Passport and/or Learning Plan, is drawn up in consultation with parents/carers where possible, and the student. Occasional advice may be sought from external agencies to inform effective intervention. The learning plan format in use allows for close monitoring of progress towards short-term outcomes, agreed with student and parents/carers, which are reviewed termly. If a student fails to make the expected progress, advice may be sought from external agencies which may include social as well as educational services. At this stage, a SEN may be identified.

Four Categories of SEN - Broad Areas of Need

1. Communication and Interaction, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Condition)
2. Cognition and Learning; when students learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
 - PMLD (Profound and Multiple Learning Difficulties - where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. Social, Emotional and Mental Health Difficulties. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. They may reflect underlying mental health conditions such as; anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. Sensory and/or Physical Needs, including:
 - Visual Impairment
 - Hearing Impairment
 - Multi-sensory Impairment
 - Physical Disability

Special Educational Needs

If a child is formally identified as having SEN, by an external agency, with the agreement of parents/carers, they are placed on the SEN register only if they require additional and different educational provision to have their needs met within school. Many students with an identified SEN can have their needs met through reasonable adjustments and do not need to be on the SEN register. If despite support and intervention a student is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an Education Health and Care Plan (EHCP). An application typically can only be made following two full cycles of 'Assess, Plan, Do, Review' covering at least two terms. On gathering all relevant advice about a student's progress the SEN team at the Local Authority may issue an EHCP outlining outcomes to be met and additional provision to be provided.

All subject teachers have a summary of their responsibilities for students identified as having Additional and Special Educational Needs electronically via their SIMS registers or through our online behaviour management system.

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs;
- do not understand that what is happening to them is abuse;
- need intimate care or are isolated from others;
- are dependent on adults for care.

More information is available at:

<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

Review Meetings

Parents/carers of students on the SEN register will be regularly updated regarding their child's progress. A review meeting will be held if progress is not in line with that which is expected or if there is an additional concern. If a decision is made at this meeting to draw up a new learning plan the SENDCo will file a copy centrally and send a copy to parents/carers and any external agencies that are involved.

For students with an EHCP, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards outcomes and targets outlined in the EHCP. A copy of the review report is sent to all invitees, including parents/carers and the SEN Team at the Local Authority.

The SEN Register

The register is updated termly to take into account summative assessment results, and changes in interventions. Students may be placed on a monitoring list to identify to staff they (may) have an additional need but currently aren't requiring provision beyond reasonable adjustments. Teachers who wish to identify additional students they believe require additional SEN support and potential placement on the SEN register will complete a referral form and provide the following evidence to the SENDCo / Learning Support team:

- Record of Concern.
- Results from any curriculum tests.
- Examples of work done aided/unaided or with IT.
- Evidence of strategies already in place.
- Other relevant information e.g. medical, family circumstances, etc.
- Overall Teacher Assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace than is accepted.

Curriculum

Students have access to a differentiated, broad and balanced curriculum with their needs identified to all teaching staff through pupil passports. To enable access to the curriculum for students with SEN, the school provides:

- Specialist teachers
- Teaching Assistants
- Individual teaching programmes
- Personalised timetables
- Intervention resources.
- Specialist equipment

See School Offer for a comprehensive list, available on our school [website](#).

Complaints

The school, wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's [Complaints Policy](#).

External Support

Agencies include:

- Educational Psychology
- Sensory Service (Visual/Hearing Impaired students)
- Paediatric Therapy Service (e.g. Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- Advisory Teachers for Autistic Spectrum
- The SEND Team at the Local Authority
- The NHS School Nurse
- Education Welfare Service
- SEND Advice Service
- Specialist Inclusion Services
- Children's Social Care
- Child and Adolescent Mental Health Service

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Biddenham's Local Offer can be viewed on the school [website](#) and Bedford Borough Council's Local Offer found on their [website](#).

Transition Arrangements

Transition reviews for year 6 students with EHCPs joining Biddenham and for those students in year 11 or sixth form moving onto other educational establishments are held, where possible, in the autumn term. The SENDCo or Learning Support Co-ordinator is invited to Annual Reviews for new students during this year. Additional transition arrangements may be made at these reviews, e.g. extra visits. There are close links with feeder schools and colleges and if a child has previously been identified as having SEN, early liaison with parents is made where necessary.

Initial advice regarding a student's SEN is circulated to all staff before the student starts at the school. Parents are given the opportunity to discuss this before the student starts the school or at the Year 7 Transition Evening.

Students with Special Educational Needs that are moving between key stages will have transition arrangements in place supported by the Learning Support Department.

Liaison with Parents/Carers

The school works in partnership with parents/carers of students in accordance with guidance in the 2015 SEN Code of Practice: 0 to 25 Years.

- If the subject teacher has an initial concern about a student's progress, parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a student on to the Special Needs Register then parents/carers will be asked for their views prior to any decision being made. Parents/carers will be fully informed of any additional programme in place for their child.

- Parents'/carers' views will be sought when a student's learning plan is drawn up. Suggestions as to how these can be supported at home will also be given.
- Parents/carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review (of an EHCP or Statement), parents'/carers' comments are sought prior to the review report being drafted and incorporated into the final report.

Consulting Young People with SEN

- Students' views will be sought and taken into account during the review process and at other key times throughout the year, ~~i.e. at IAN reviews.~~

Equal Opportunities

The school is committed to providing equal opportunities for all regardless of race, faith, gender or capability, in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

Other related documents

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Local Offer
- School Offer
- SEN Information Report

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Date of Next Review: **September 2023**