



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY – 2018

School **BEDALE HIGH SCHOOL**
Headteacher **MR T RAWDIN**

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2017/2018	Alison Knight	Jan Reed	Gerry Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
April 2019			

Date Ratified by Governors	Review Date



BEDALE HIGH SCHOOL

Special Educational Needs and Disability Policy

April 2018

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teacher Standards 2012
- Safeguarding Policy
- Accessibility Plan

From April 16th 2018, Mrs Alison Knight will take up the position of Director of Study (Access and Inclusion) and will be the school's SENCo.

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1. 'A CULTURE OF EXCELLENCE'

At the heart of Bedale High School's 'Culture of Excellence' is a commitment to improve the lives of all students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

Bedale High School is proud of its highly inclusive ethos and commitment to offer, with the compatible use of resources, an inclusive curriculum to ensure that every student, irrespective of need, receives the best education and has high aspirations for their own future. We believe that this can be achieved through personalisation and a relentless endeavour to challenge and remove barriers to learning.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his/her need, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child at Bedale High School is of the greatest importance and this requires:

- A child centred approach – the students to be at the centre of initiatives to improve attainment and progression;
- An environment where staff can collaborate and develop professionally to improve the quality of provision;
- The open exchange of information and the sharing of expertise.

Values

The values of Bedale High School are integral to supporting students with SEND and will aim to provide:

- consistently excellent teaching - recognition of the limitless potential of all with no "one size fits all" approach to support
- opportunities to grow academically, personally and culturally - an on-going drive to achieve academic and personal success
- an inspiring, challenging and supportive environment where they are known well, included, valued and heard - ensuring provision matches need
- nurturing support to ensure that students feel happy, safe, and are respectful of others.

Expectations

Bedale High School contributes to the North Yorkshire Local Offer (<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>).

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

A copy of Bedale High School's SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) is available on the school's website and this report will be updated annually at the start of a new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

“High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

CoP 1.24

2. AIMS AND OBJECTIVES

To ensure that any students with Special Educational Needs are assisted and supported in overcoming barriers so as to enable them to fully access the curriculum, suited to their needs and achieve their potential.

Objectives

- To identify and provide for students who have special educational needs (SEN)
- To work within the guidance provided in the SEND Code of Practice 0-25 (September 2014);
- To provide support and advice for all staff working with students with special educational needs and recognised educational needs.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEN

‘A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.’ CoP 2014

Students identified as having a SEN fall into one of two categories:

i) SEN Support

• These students are identified as having substantial special educational needs that may be within one or more of four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child’s needs, a holistic, ‘whole-child’ view is considered – not just their special educational needs.

ii) Education, Health and Care Plans (EHCPs)

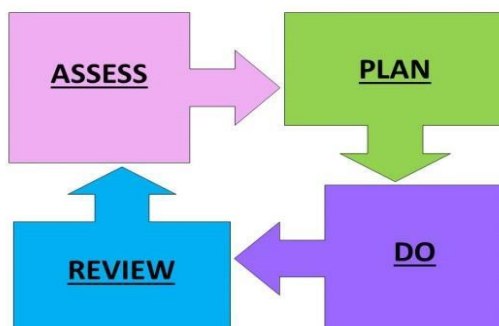
- A minority of students will have an Education Health and Care Plan (previously a statement of special educational need) which sets out the need and the arrangements needed to support that student in school.
- All current statements will be transferred to EHCPs by April 2018. In North Yorkshire, these transfers are being carried out on a rolling programme so that every year the transitional years switch over to an EHCP ensuring all statements will have rolled over by 2018.

Identification of Need – Transition and Transfer

- Typically through routine transition data collections, visits to the feeder primary school, transitional review meetings (where appropriate), student induction days, information from involved support services and the Y6 parents’ evening.
- For students transferring from out of catchment, mid-term or joining the school after Y7, information is requested from parents, student, external agencies (if applicable) and the previous school.
- For students identified during their educational career at Bedale High School, base line data and any necessary additional testing.

4. THE GRADUATED APPROACH TO SEN SUPPORT

The provision at Bedale High School is based on the **graduated approach** cycle of :



The first step in responding to students who have or may have SEND is wave 1, quality-first teaching which is differentiatedⁱ. Teachers are responsible and accountable for the progress and development of all students in their classⁱⁱ. Where a concern is raised about a student in class the first step is for the subject teacher to assess the student’s needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher’s response should follow the ‘assess, plan, do, review’ structure. The SENCo will work with faculties and individual teachers to support quality first teaching strategies for students with SEND.

Intervention and support cannot compensate for a lack of good teaching. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including faculty meetings, learning walks (observing progress of students in class), book scrutinies (reviewing feedback and student progress), student voice and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely interventions may take place through the subject teacher, Form Tutor, Key Stage Leader, Head of Faculty or other members of the pastoral or faculty team.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, Head of Faculty, Form Tutor or Key Stage Leader will seek the advice of the SENCo who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different supportⁱⁱⁱ.

5. MANAGING STUDENTS' NEEDS ON THE SEN REGISTER

The provision for students with SEN continues to be underpinned by the **graduated approach** cycle.

All students with SEN are allocated a **Key Worker, or Lead Professional**, from the Access and Inclusion Team who works in conjunction with the form tutor to:

- Be main point of contact and main liaison for parents and families;
- Review the student's academic progress and attendance regularly;
- Review the student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitor relevant student documents (Individual Provision Maps (IPMs) , Health Care Plans etc.);
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, pastoral updates and safeguarding information as required;
- Meet with student and parents, as required;

Information about students with SEN is recorded on Sims, the SEN register/Provision Map and through personalised IPMs.

The school uses funding to offer some of the following **internal support provision**:

- In-class support
- Literacy and Dyslexia intervention
- Numeracy intervention

- IT resources (laptops & tablets)
- Homework Club
- Lunchtime Club
- Social Skills and SEMH (social, emotional and mental health) intervention
- Personal care
- Exam access arrangements
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.

Monitoring, Evaluation & Assessment

SEN Support

- All students placed on an academic intervention programme are tested before and after the programme in order to assess the progress they have made. Once a student has been reassessed the decision is taken as to whether more support is needed or not.
- Whole school data collections provide an opportunity for SLT and governors to review progress of students with SEN in relation to their predicted target grades.
- Achievement, teaching & behaviour data are reviewed by Heads of Faculty, together with the Deputy Headteacher for Teaching and Learning, at the end of every reporting cycle. This data is influential in determining what interventions may be needed to support underachieving students and those students identified as SEN.

<p>Most needs in relation to SEND can be met within mainstream settings out of school's own resources.</p>
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If a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, school staff will seek external support. At this stage, external support services are required to help school to develop interventions aimed at addressing continuing barriers to achievement.



External Support

The Access and Inclusion Team works routinely with the Inclusive Education Service¹ which offers specialist support staff who work together to provide advice and support to schools and settings to enable them to meet the needs of children and young people with SEND. Some specialist staff are centrally based and some are based in enhanced mainstream schools. The inclusive education service consists of specialists in the areas of:

- Early years SEND;
- Communication and interaction (autism and speech, language and communication needs);
- Cognition and learning (e.g. specific learning difficulties, dyslexia, dyscalculia);
- Sensory and physical (hearing impairment, visual impairment, physical and medical needs); and
- Social, emotional and mental health.

Educational Psychology is now a traded service (since Sept 2016), which incurs fees for work undertaken.

Monitoring, Evaluation & Assessment

Statutory Assessment

- If a student continues to make less than expected progress despite evidence-based support and interventions that are matched to the student's area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and
-

care needs. This may lead to the issue of an Education, Health and Care (EHC) Plan which will set out needs and the provision required to meet those needs.

Statements / EHCPs

- An annual review of a statement / EHC Plan is carried out close to the anniversary of the statement/EHC Plan issue date, (if it is a new statement or EHC Plan), or within 12 months of the previous review. Support arrangements are discussed with parents and the student to ensure that resources are being used to maximum effect.

6. CRITERIA FOR EXITING THE SEN REGISTER

Following a review, it may be agreed that a student no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the student is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the student's name will be removed from the SEN register. Parents will be informed and the student will continue to be monitored by the process of assess-plan-do-review.

7. SUPPORTING STUDENTS AND FAMILIES

For further information on SEND at Bedale High School, please see our school website.

Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (September 2014)

Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Parents' evenings
- Induction evening
- Parent coffee mornings
- SEND Internal Progress Review Meetings
- Annual reviews
- Individual arrangements where appropriate and depending on need
- Letters, phone calls and emails - parents are encouraged to contact the school to speak to the student's Key Worker in the first instance.

8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Please see Managing Medicines Policy

Bedale High School recognises that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Role of Teachers and Support Staff

Staff who have a student with medical needs in their class will be told of the nature of the condition and as to when the student may need extra attention. They will also be made aware of what action should be taken if an emergency should arise. All curriculum activities will be risk assessed appropriate to their medical needs. All supply staff will be made aware of the medical needs of individual students, where appropriate.

Role of the Parent/Carers

Parents/carers are a child's main carer. They are responsible for making sure that their child is well enough to attend school in the first instance. Parents/carers are also responsible for informing school, in writing, of their child's medical condition and/or needs.

Parents/carers should keep children at home when they are acutely unwell – guidance from the Health Protection Agency advises children who are suffering from sickness and diarrhoea should be kept away from school for 48 hours from the last episode of diarrhoea or vomiting and should be excluded from swimming for 2 weeks following last episode of diarrhoea.

It is the parent/carer's responsibility to inform the school of any medical condition that could impact on the student's health and safety welfare, behaviour etc. during the school day, either at the time of the child's admission to the school or when a medical condition develops.

Where necessary, parents/carers will be asked to provide the school with sufficient written information about their child's medical needs.

All information received will be treated with the utmost confidentiality.

It is the parent/carer's responsibility to ensure any medication required to be kept in school is collected and replaced when use by date has expired e.g. epipens, inhalers.

School Staff Administering Medication

Teachers' conditions of employment do not include giving medication or supervising a student taking it.

The school has a number of designated first aid officers, among the Support Team, who are not medically trained but are available to supervise/administer medication during the school day.

There is no legal duty that requires school staff to administer medicines. However, any member of staff who agrees to accept responsibility for administering on-going/life sustaining prescribed medication to a student will have proper training and guidance if required. The type of training will depend on each individual case and the advice of the School Nurse Service.

School will not accept any medicines: without written parental/carer consent; that have been taken out of the container as originally dispensed; or make changes to dosages on parental/carer instructions.

Students

The School will support and encourage students, in consultation with their parents/carers, who are able to take responsibility for managing their own medicines.

For those students considered to be disabled and/or with special educational needs who have a medical condition, provision detailed within the health section of their Education, Health and Care (EHC) plan will be used in line with: Special Educational Needs and Disability (SEND) Code of Practice; Disability Discrimination Act 1995; and Equality Act 2010.

Students with a long-term illness should, whenever possible, assume complete responsibility, under the supervision of their parent/carer, for managing their own medicines.

Students should know where their own medicines are stored and who holds the key.

Students are allowed to carry their own inhalers where appropriate, with spares kept in the medical cupboard and completed 'School Asthma Cards' by parents/carers returned to school (please see our school Asthma Policy).

9. MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENCo liaises with the SEND Governor to give a regular update on SEND issues. Reviews are also conducted for those pupils on the SEND register with the Key Worker and/or the SENCo. All parents are invited to speak with the SENCo at Parents' Evenings and Coffee Mornings as another opportunity to talk about the SEN provision for their child.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

10. TRAINING AND RESOURCES

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's Continuous Professional Development Programme and through the school's self-evaluation process.

New staff undertake induction on taking up a post at Bedale High School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SENCo gives a presentation to all staff about SEND provision. This presentation includes information about each student on the SEND register. Staff are also briefed on those with medical conditions. The SENCo gives strategies on how to best support these students and also links to find further information.

The school's SENCo regularly attends the North Yorkshire Local Authority's SENCo Network meetings in order to keep up to date with local and national updates in SEND.

11. ROLES AND RESPONSIBILITIES

Every teacher is a teacher of every child or young person including those
with SEN

Name	Role	Contact Details
Alison Knight	Director of Studies - Access & Inclusion	
Jill Collings	HLTA	
Jan Reed	SEND Governor	

Key Responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Being a key point of contact with external agencies, especially the LA and its support services
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- Liaising with a range of professionals
- Ensuring the school keeps the records of all students up to date.
- Monitor, review and evaluate policy

Key Responsibilities of the Head of Faculty and Key Stage Leader include:

- monitor the implementation of the SEND policy at a subject/Key Stage level
- ensure discussion of SEND students at faculty/Key Stage meetings,
- liaise with the SENCo in relation to parent concerns.
- meet with parents and other agencies when appropriate.

Key Responsibilities of the Subject Teacher

- differentiate activities for students where possible,
- raise initial concerns at departmental/faculty meetings,
- monitor individual progress and set appropriate student targets

Key Responsibilities of the Governing Body

- report annually on the policy,
- ensure the policy is stated in the prospectus and school website is compliant
- do their best to ensure that SEND provision is made as appropriate;
- nominate a Governor responsible for Special Educational Needs.

12. STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data protection.

13. REVIEWING THE POLICY

The SEND Policy and SEN Information Report are reviewed annually and more frequently if legislation, guidance or practice changes.

14. ACCESSIBILITY

The school complies with statutory requirements. Please see Accessibility Plan for further information.

15. DEALING WITH COMPLAINTS

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEN concerning the provision made by the school:

- In the first place, complaints should be directed to the SENCo
- If the complaint is not resolved to the satisfaction of the parent or SENCo it will be directed to the Headteacher.
If the complaint is not resolved at this stage, it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

16. BULLYING

At Bedale High School, all forms of bullying are unacceptable and will not be tolerated. Every student has the right to be safe and happy in school, and to be protected when feeling vulnerable.

For more information please see the Anti-Bullying policy.

ⁱ Quality First Teaching (QFT) is the expectation that most issues can be resolved by the subject teacher applying an appropriate support strategy within the classroom setting.

ⁱⁱ The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'.

ⁱⁱⁱ A child is only identified as having special educational needs if, despite reasonable adjustments, they do not make adequate progress (information gathered from within the school about student's progress, alongside national data and expectations of progress) and require provision that is additional or different