

Bay House School & Sixth Form

Special Educational Needs and Disability - A Statement of Policy

Aims

Through implementing this policy, it is the intention that:

- all pupils are of equal value and share the same entitlements of access to a broad and balanced curriculum
- all pupils encouraged to achieve their potential and work towards being healthy, safe, positive contributors and achieve economic well-being as adults
- all pupils complete their compulsory schooling
- all pupils with the ability to do so sit public examinations and achieve some passes
- parents, staff and the pupils themselves are fully involved in monitoring progress and setting targets for improvement
- we continue to improve the ability of all staff to cater for the needs of each of the pupils with whom they work

The following key points are amplified in the full text.

- 1 The Governing Body endeavours to ensure that the School makes the best possible provision for all its pupils, including those with Special Educational Needs and Disability.
- 2 The School's admissions policies are entirely non-selective; pupils and students with a wide range of abilities and Special Educational Needs and Disability are admitted unless there are extenuating circumstances. Sixth Form students are expected to meet minimum A level course requirements.
- 3 In the majority of cases, pupils with Special Educational Needs and Disability follow the full School Curriculum.
- 4 All teachers have pupils with Special Educational Needs and Disability in their classes. Effective and appropriate teaching of these pupils is underpinned by support from colleagues experienced and qualified in Special Educational Needs and disability.
- 5 The School recognises the importance of adequate training for staff in order to implement this policy.
- 6 Information is drawn from all possible sources in order to identify and assess pupils with special educational needs. Parents are actively encouraged to contribute to this.
- 7 The provision within the school day is flexible and capable of responding to individual needs. Other types of support include interventions for literacy, numeracy, social skills, anger management and self-esteem; Emotional Literacy Support Assistants help with emotional needs.
- 8 Pupils with additional needs have a number of support avenues available to them. Support is offered by Learning Support Assistants with expertise in the different areas of Special Education Needs and Disability to meet the Code of Practice.
- 9 Every attempt is made to integrate pupils with Special Educational Needs and Disability within the whole school community.

- 10 If places are available, all efforts will be made to reintegrate pupils to mainstream schooling and transfer them to the school roll.
- 11 Where a parent is dissatisfied with the School's provision in response to their child's special needs, they are encouraged to discuss the matter fully and at the earliest opportunity.

1 Introduction

The Governing Body endeavours to ensure that the School makes the best possible provision for all its pupils, including those with special educational needs and disabilities. Special arrangements and facilities, additional resources, staff training and support from external agencies will be provided where appropriate, and, where budgetary and other constraints allow, to provide for pupils and students with SEND the same educational opportunities as are available to other pupils and students in the School.

The Headteacher and Chair of Governors oversee the implementation and development of the policy. Responsibility for coordinating the day-to-day provision for pupils with Special Educational Needs and Disabilities rests with the SENDCo and the Inclusion Leadership Team. In the case of pupils whose needs relate mainly to emotional or behavioural difficulties, this responsibility will initially be assumed by the appropriate Head of Year and the SENDCo.

The work of the SENDCo, Inclusion Leadership Team, and the Heads of Year in implementing this policy and in providing for SEND pupils and students is supervised by the Headship Team.

As with all aspects of a child's education, great emphasis is placed upon the partnership between teachers and parents. Parents of pupils with SEND are consulted and informed on a regular basis about their child's progress. Parental involvement is welcomed at any time and the child's own views are also sought and considered.

2 Admissions

The School's admissions policies are entirely non-selective; pupils and students with a range of abilities and special educational needs and disabilities are admitted unless there are extenuating circumstances. Sixth Form students are normally expected to meet minimum course requirements. There is no discrimination regarding pupils or students with SEND. Pupils with SEND, both with and without Educational Health and Care Plans will be admitted, provided that they satisfy the criteria of the admissions policy, as applied to all applicants.

3 Curriculum

In the majority of cases, pupils with SEND follow the full School Curriculum. Dis-applications from aspects of the Curriculum are considered on an individual basis. At Key Stage 4, a small number of pupils follow a modified programme of study which allows them to focus on a reduced number of subjects, improve their technical skills in literacy and work on targets that are specific to their needs.

4 Staffing

The SENDCo and the Inclusion Leadership Team are responsible for liaising with subject departments and pastoral staff to ensure that pupil's targets are regularly updated and reviewed. They also coordinate the arrangements for annual reviews of Education Health Care Plans as well as liaising with the Educational Psychologist and outside agencies. The Leadership Team ensure that parents/carers of pupils with SEND are contacted regularly. The SENDCo is responsible for coordinating training for all teaching and SEND support staff and, in consultation with other senior staff, the deployment and management of teaching and support staff in departments.

Staff with relevant qualifications and experience are employed to work with SEND pupils. They work with individuals and small groups on specific programmes according to need.

Additional staff are employed as Learning Support Assistants to support pupils with Special Educational Needs and Disability both in class and through group and individual interventions. They also provide supervision before and after school as well as during breaks and lunchtimes, under the guidance of the SENDCo. Other activities they are responsible for include Breakfast Club and the ICT / home learning after-school club for SEND pupils.

Pastoral staff

Heads of Year together with the SENDCo and Inclusion School Leadership Team coordinate the monitoring of pupils with social, emotional and behavioural difficulties. The School provides vital support for pupils who might otherwise find the environment of a very large comprehensive school overwhelming such as those with particular emotional problems and for potentially disruptive pupils, who might otherwise have to be excluded from school. Emotional support is offered by Emotional Literacy Support Assistants (ELSAs) and Learning Support Assistants (LSAs) who have expertise on supporting pupils to manage their behaviour. The provision is supported by the work of outside agencies such as CAMHS, and the Moving on Project.

5 Staff training

Learning Support Assistants are required to take part in regular training. Training on SEND related topics forms part of the whole school Professional Learning programme.

6 Identification and assessment of pupils with Special Educational Needs and Disability

Pupils are identified as having Special Educational Needs and Disability through a variety of ways.

- Liaison with previous setting
- Pupils performing below age expected levels as indicated by progress checks
- Concerns raised by parents / carers
- Concerns raised by teachers
- Concerns raised by Learning Support Assistants
- Liaison with external agencies i.e. CAMHS, Educational Psychologists, Specialist Teacher Advisors
- Health diagnosis through paediatrician

The Heads of Year and SENDCo visit the feeder schools prior to the end of KS2 transfer to gather information about Special Educational Needs and Disability. Children's needs are discussed with their primary teachers and written records are collected. Staff are also invited, by primary colleagues, to observe pupils in their primary school classrooms and to attend statement review and other meetings, prior to transfer.

Parents are actively encouraged to visit or telephone the School to discuss their child's special needs in the year prior to transfer and once they join the School. Planning/ transition Meetings to discuss specific needs, are arranged by the primary school.

Assessments are available for those pupils who appear to have learning difficulties. Staff and parents may also request further assessments during the year as and when concerns arise.

Following assessment, teaching strategies and interventions are deployed as necessary. Those pupils who require intervention will work on specific targets suited to their needs.

Parents and staff teaching the pupils are informed of their particular difficulties and the strategies which might be employed to help them.

7 Provision and Review

The provision within the school day is flexible and capable of responding to individual needs. There is a combination of in class support, small group work and individual support. Other types of support include interventions for literacy, numeracy, social skills, anger management and self-esteem; Emotional Literacy Support Assistants help with emotional needs.

All pupils work for the majority of their time in mainstream classes following the normal school curriculum. Where appropriate, pupils are withdrawn from classes, sometimes individually, but normally in small groups, to follow specially devised programmes of work. Interventions take place either on a permanent basis where pupils are withdrawn from a particular curriculum area or on a rolling programme to minimise the amount of time missed from a particular subject.

Where pupils have emotional/behavioural difficulties, Heads of Year, Inclusion Leadership Team and Learning Support Assistants will work, in consultation with parents and other staff, to try to alleviate the problems and allow both the pupils themselves and other members of their classes to pursue their studies unhindered. Pastoral staff, including tutors and Learning Support Assistants may provide regular individual attention and may also be allocated to support such pupils both in and out of lessons. Senior staff will also monitor some individuals.

For pupils with physical disabilities or sensory impairment, individual teaching time and/or support is allocated as appropriate. Special apparatus is acquired and adaptations are made to buildings as recommended by professionals, in individual cases.

In order for the school to meet the needs of some pupils the advice and support of outside agencies is required. Such agencies might include the following:

- Educational Psychologist Service
- Advisory Teachers
- Child and Family Therapy Service
- Early Help Hub
- Parent Partnership
- Armed Forces Welfare Service
- Probation Service
- Police
- Children's Services
- Health Authority
- Education other than at School Charities

The School has cooperative and productive working relationships with personnel from each of these agencies.

Those pupils who receive support beyond the mainstream curriculum will have specific targets set for the specific programme of study. Review of these targets is carried out termly and outcomes are shared with parents. For pupils with Educational Health Care Plans, annual reviews are carried out in order to reflect on the provision and plan for future intervention.

8 Beyond the formal curriculum

Every attempt is made to include pupils with special educational needs within the whole school community. Pupils with special needs are encouraged to take part in trips and extra-curricular activities. Extra supervision, transport or other special arrangements will be made, where necessary, to allow them to take a full part in all aspects of school life.

9 Transition between schools

Transition plans are created on an individual basis for pupils who wish to join Bay House as well as for those who are looking to transfer to a new school.

10 Dealing with complaints

Where a parent is concerned about the School's response to their child's special educational needs, the parent will be encouraged to discuss their concerns fully with the SENDCo, Inclusion Leadership Team or Head of Year in the first instance. If the matter cannot be resolved, a further discussion should take place with the Headship Team.

If the parent remains dissatisfied with the School's response, they should contact either the Chair of Governors or the governor taking a specific interest in the work of the Bay House Inclusion Team [Where the complaint relates to the curriculum, parents will be referred to the statutory procedure for dealing with complaints about the curriculum].

11 Evaluating the implementation of the policy

Bay House Inclusion Team will report to the Headship Team. The report will provide an analysis of the following:

- progress reviews of pupils receiving intervention
- analysis of GCSE results for SEND pupils
- consideration of parent and pupil views
- success in achieving targets identified in IEPs
- monitoring attendance rates of SEND pupils in comparison with whole school data
- development plans
- reviews with pupils and parents
- Educational Health Care Plan reviews

Reviewed October 2020 DCC/JDN