



Special Educational Need and Disabilities (SEND) Policy

Introduction

This Special Educational Needs document sets out a working policy in line with the requirements of the SEND Code of Practice 2014. The Equalities Act 2010 is also considered. It is subject to change and development in the light of evaluation of practice.

It details how the school will do its best to ensure that the necessary provision is made for all learners who have special educational needs, and young people identified as 'most able,' and that those needs are made known to all who are likely to teach them. At Break Through School, we aim to include all young people fully and equally in the social and academic curriculum and the life of the school. The aims, objectives and implementation of this policy relate closely to the whole school policy of inclusion.

Definition of Special Educational Needs

A learner has special educational needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made, or
- do not make expected academic progress due to a significantly greater difficulty in learning than a majority of learners of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities provided within the school.

Definition of Disability

This is with regards to a learner who has a physical or mental difficulty which has a long-term effect (for more than a year) on their ability to participate in daily learning and/or social activities. Disability is defined under the Equality Act 2010 if one has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on ability to do normal daily activities.

Relationship to Inclusion

The relationship between the definition of Special Educational Needs and that of inclusion is underpinned by the following principles:

- All learners are equally valued. Equality, however, does not always mean treating learners in the same way, but according to their individual needs.
- Individual needs are to be seen in the context of learners learning in different styles rather than in the context of "deficit" models of ability and learning.

Objectives

We aim to ensure that:

- all learners experience success and positive self-esteem.
- all learners have equal access to and experience the whole curriculum, differentiated to meet individual needs.



- all teachers take responsibility for identifying and supporting different needs and setting learning challenges, and that this impacts on classroom organisation, teaching materials and teaching styles.
- opportunities for learners with special educational needs to join in with all school activities are maximised.
- parents/carers/guardians/guardians are given opportunities for input into their child's SEND provision, and that their knowledge and insights are recognised and welcomed.
- learners are seen as active participants in their own learning, and both their understanding and views of their own needs can be used to inform teaching strategies and to set personalised targets which are included on their Individual Education Plans.
- the school environment has a place for everyone; we celebrate and welcome equity, inclusion and diversity to ensure there is a feeling of belonging.

This policy will contribute to achieving these objectives by ensuring that provision for learners with special educational needs is through a whole school approach.

Break Through School values the contribution that every learner makes and welcomes a diversity of culture, religion and intellect. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our learners whatever their needs and abilities. The school seeks to raise the attainment, remove barriers to learning and increase physical and curricular access to all. All learners are valued, respected and equal members of the school. As such, provision for learners with SEND is a matter for the school.

"All teachers are teachers of learners with SEND".

Roles And Responsibilities

(a) The Board of Directors

The Directors have specific responsibility to:

- Have regard to the Special Educational Needs Code of Practice (2014) and the Equality Act 2010. The Disability Rights UK (Tel: 0330 9950400, Website <https://www.gov.uk/rights-disabled-person>) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child or young person.
- Name of Director who will liaise with the SENDCo concerning SEND matters. (Michael Burton)
- Do their best to ensure that the necessary provision is made for any learner who has special educational needs.

(b) The Head of School

The Head of School has specific responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for learners with special educational needs.



- appointing a member of staff who has responsibility for co-ordinating special educational needs provision.
- working closely with this person, the SENDCo.

(c) The SENDCo (Special Educational Needs and Disabilities Co-ordinator):

The school SENDCo is Sarah Hawley. The SENDCo manages the special needs provision throughout the school by fulfilling the following responsibilities:

- liaising with staff members to identify young people to be further assessed and included on the Special Needs Register and reviewing and updating the register regularly
- in consultation with teachers, preparing, maintaining, evaluating, monitoring the impact of the provision and reviewing IEP's termly. Teachers are to review IEP's on a biweekly basis.
- ensuring ongoing discussion with parents/ carers/ guardians as a vital part of this process and of every aspect of special needs provision
- reviewing and updating the Special Needs Policy every two years
- administering assessment and diagnostic screening to establish difficulties and/or weaknesses of those learners who are not making adequate progress
- giving general and specific advice to staff members on differentiating subject work to meet needs, in the context of Quality First Teaching, QFT. In conjunction with class teachers, planning differentiated programmes and assignments for individual young people, instructing teaching assistants and 1:1 teaching assistants in the carrying out of these assignments, providing them with additional materials if necessary and setting up record-keeping systems.

N.B. Teachers may sometimes decide to work with groups on differentiated assignments while the teaching assistant supervises other groups.

- liaising with professionals (for example, SALT's and counsellors) to carry out direct teaching for groups and individual young people, in-class or in a withdrawal context as appropriate. In-class support is targeted towards enabling young people to have access to the whole curriculum.
- assisting staff development by providing information about and training in current special needs concerns; staying aware of recent with current special needs theory and practice and directing staff towards appropriate courses focusing on special educational needs.
- liaising with appropriate professionals on matters concerning special needs, and with staff on appropriate training opportunities for them.
- advising parents/ carers/ guardians, providing information, arranging for assessments and/or intervention from outside agencies.
- liaising and meeting with outside agencies who are involved in supporting learners and families.
- advising parents on initiating or making applications for Education and Health Care Plans (EHCPs).
- providing necessary reports and documentation to support such applications
- leading on, and doing the necessary paperwork for, the annual review cycle for EHCP's.



- researching, evaluating and purchasing appropriate materials to support the learning of learners who have been identified as having a learning need.

Admissions Arrangements

Applications for all learners will be considered individually. As the School is an inclusive, alternative provision, all learners have special educational needs and most arrive at the school with an EHC plan. Together with the parents/carers/guardians, the school will explore ways in which the learner's needs can be met and how the school is able to adjust in response to the learner's needs including the following:

- The school supports integration of learners with special educational needs and believes this is of benefit to all members of our community. It is, however, important to feel confident that we can provide the necessary support for each young person.
- The decision to offer a place may therefore be dependent on our assessment of the school's ability to meet the learner's needs, be they physical, social, emotional or academic.
- Such an assessment would be based on the school's resources, reports from outside agencies, including the referring agency and the learner's past school reports. Parents/carers/guardians are asked to provide as full a picture as possible so that the school can make an informed decision.
- Opportunities will be provided for a young person to visit the school prior to joining. During the visit, parents/carers/guardians will have the opportunity to discuss their young person's learning needs with the SENDCo and to meet with the Head Teacher as appropriate.
- After joining the school, staff will ensure that a new learner can become familiar with the geography and routines of the school. This induction is undertaken with reference to any additional needs that they have.
- A review of the young person's needs in school will be made, and a meeting called within the first half term between the SENDCo and the young person's parents/carers/guardians, at which progress and needs in school will be discussed to tailor provision to the presenting needs.
- An IEP (Individual Education Plan) will be developed jointly by the SENDCo with reference to information from the young person's parents/carers/guardians and information in the EHCP if there is one in place, in addition to all the information available in school. The IEP will set out appropriate interventions, strategies and any special materials required.

When a young person leaves Break Through School the SENDCo, working in cooperation with the Head Teacher, will assist the parents/carers/guardians with this process including contacting the SEND team in the receiving placement. The procedure will be as follows:

- The SEND team of the receiving placement will be invited to meet the young person and their parents/carers/guardians, if possible, at Break Through School.
- The young person will be given time to visit the receiving placement.
- The SENDCo and other Break Through School staff will assist as appropriate in any other areas identified in order to enable a smooth transition.



Identification, Assessment and Provision

We follow a graduated approach of Assess, Plan, Do and Review in line with the local offer from Bexley.

Identification and Assessment

The continuous cycle of planning, teaching and assessment takes account of the wide range of abilities, aptitudes and interests of learners, and most young people will learn and progress within these arrangements. Those young people whose overall attainments or attainment in specific areas falls significantly below the expected range may have special educational needs. We also recognise that disengagement or persistently inappropriate behaviour may mask difficulties encountered in learning. The earlier the action is taken, the more responsive the learner is likely to be. Assessment is regarded as a continuous process and not as a single event.

To help identify young people who may have special educational needs, learners' progress is measured with reference to:

- records of their performance monitored by the teacher as part of ongoing observation and assessment.
- their progress against any objectives specified by the school in subject areas, for example in Literacy and Numeracy/ English and Maths.
- the outcome of diagnostic and standardised tests used to substantiate teacher assessment and demonstrate young people's achievement, development and progress.
- observation and assessment administered by the SENDCo.
- information received from outside agencies.

We are also open and responsive to concerns and comments from both parents/carers/guardians/ guardians and young people.

Provision

In order to help young people who have special educational needs and disabilities, the following steps will be taken and recorded:

Differentiation as part of QFT

Differentiation means using teaching strategies and materials to match the learner's way of learning, considering her/his current levels of achievement. All learners will receive help through differentiation, but if an individual learner does not make sufficient progress, the school will need to do more to help. Differentiation may be observed via outcome but should also be routinely presented by task and resources.

Insufficient progress can be described thus:

- Progress is significantly slower than that of a learner's peers starting from the same baseline.
- Failure to match or better her/his previous rate of progress.
- Failure to close the attainment gap between these rates of progress.



- Widening of the attainment gap.

The SENDCo will discuss with the teacher the plans for future support. An action plan on the IEP will then be recorded and reviewed. Each subject teacher will remain responsible for planning and delivering a differentiated programme.

Further Support

If it is agreed that a learner has not responded to the above intervention, the SENDCo will assist in the planning of further support in discussion with colleagues and will monitor action taken. Parents/carers/guardians/guardians will be kept informed of the action(s) taken to help the young person. At this stage, further interventions may include:

- the provision of different learning materials and resources.
- some paired or small-group support, which may take place by withdrawing from the classroom for short periods while ensuring access to the full curriculum
- some ad hoc 1:1 teaching on a withdrawal basis
- establishing continuity between home and school through regular teacher/parent/carer/guardian contact, direct discussions and exchange of information between teachers and home and, if appropriate, the use of a home/school contact book.

Strategies employed to enable the learner's progress will be recorded within the Individual Education Plan (IEP). This will include information about:

- the learner's learning needs. (Strengths are not on IEPs but recorded in Section A documents that learners review termly.)
- short term targets set for the learner
- classroom implications because of the learning needs
- the teaching strategies and adapted materials
- review of the intervention
- the learner's point of view

The IEP will focus on two or three key targets which will be discussed with the young person. The IEP's are reviewed every two weeks by classroom staff and rewritten termly, considering the comments in the reviews.

If the young person continues to give significant cause for concern, the school will support and advise the young person's parents/carers/guardians in seeking the services of an external specialist. If the school team thinks that the services of an external specialist, such as an Educational Psychologist, would be helpful or necessary for the young person's assessment, the parents/carers/guardians and agencies will be advised. However, the payment of such an assessment would not be met by the school.

In some cases, this may result in the issuing of an Education and Health Care Plan. All young people with EHC plans will have short-term targets set for them, which will be recorded in the IEP and implemented as far as possible in the normal classroom setting.



All EHC plans must be reviewed annually with all involved persons invited. The school must be responsible for initiating the review.

Partnerships with Parents/Carers/Guardians

The school has responsibility to:

- inform parents/carers/guardians of any concerns they may have about a young person receiving SEND support.
- accept and value the contribution of the parents/carers/guardians.
- be open to disseminating information about local parent support groups or voluntary organisations.

Concerns/Complaints/Further Advice

Any concerns regarding the SEND policy or the provision made for learners with SEND should be addressed in the first instance to the SENDCo, circulating in the teacher. If parents/carers/guardians need further advice, they are welcome to arrange a meeting with the SENDCo. If they are still not satisfied that their concerns are being addressed, they should make an appointment to see the Head or Deputy Head. Any parent/carer/guardian who has a complaint regarding the provision made by the school for learners with SEND should use the Parental Concerns Procedure.

Staff Development

We believe in professional training and development, and will support it in the following ways:

- drawing on the expertise of current staff members to provide in-school training.
- where possible, giving staff members opportunities for attending relevant courses, subject to cost and staffing commitments.

Evaluation of the Policy

The SENDCo, with the approval of the Head Teacher, will review the policy every two years. Consideration will be given to:

- the progress of all young people.
- the progress of young people in meeting their aims set out in IEP's.
- the implementation of the stages of assessment and intervention.
- the implementation of EHC plans.
- the school self-evaluation and improvement plans.
- family satisfaction regarding the Profiles and IEP/s of their young people.
- effective communication between staff and parents/carers/guardians training issues.