



Special Educational Needs and Disability Policy

This policy exists to promote the Boston Spa School Mission.

THE BOSTON SPA SCHOOL MISSION

Our ambition for every learner is:
Academic Capital: Achieving outcomes that match or exceed that which they would have achieved in any other school.

Moral Capital: To be young people who know right from wrong and make good moral decisions especially in the company of their peers.

Social Capital: To be 'nice people to know', who understand and model what it is to be an adult member of their communities.

Our ambition is achieved in a school where:
 Everyone is treated with respect
 Everyone makes progress
 No one steals learning

This creates:
 'A path to the future for all'

Reviewed by Individual Needs Committee on November 2016
Colleague with delegated SLT responsibility – Assistant Headteacher Individual Needs
Date of next review: November 2017



This policy, for Special Educational Needs and Disability exists to promote the Boston Spa School Mission. This is presented throughout school thus:

1. Introduction

We believe that all students are entitled to a broad, balanced and differentiated curriculum. Students are valued equally, regardless of ability and encouraged to achieve their potential. The achievements, attitudes and well-being of all students are important and practical steps are taken to account for students' varied life experiences and needs. The Children and Families Act 2014 sets out the legislation for the identification and provision for children / young people with special educational needs (SEND). The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. In addition, provision at Boston Spa School follows guidelines outlined in the Education Act 1996, The Equality Act 2010, Every Child Matters objectives and SEND Code of Practice 2015, Children and Families Act 2014.

Purpose

The purpose of this policy is to ensure that students with SEND are identified, supported and guided throughout their school life, thus enabling them to maximise their learning, achieve their potential and make a successful transition to adulthood, the world of further and higher education, training or work.

2. Definition of Special Educational Needs, Disability and Provision:

"A child or 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial

adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes some more children than many realise: 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with SEN. When a disabled child or young person requires special educational provision they will also be covered by the SEN definition (xvii from SEN Code of Practice)

3. Admission and Identification of students with Special Educational Needs

Applications from parents of students with SEND but Education, Health Care plan (EHCP) will be considered on the basis of the local authority's published admissions criteria. (see *Admissions Policy*) Parents of a student with mobility difficulties are advised to approach the local authority in advance of admission so that consultations and any necessary preparations can take place.

The SEND Code of Practice identifies a range of needs relating to the four areas of SEN specified:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties
- Physical and/or sensory needs.

For a student with English as an additional language (EAL), lack of competence in English is not equated with learning difficulties, as understood in the Code. Where there is concern about SEND, advice will be sought from the LA and a full assessment of a student's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

The member of staff responsible for transition and the SENCO liaise with the primary schools regarding students who will require support when they start at Boston Spa School. Parents are invited to speak to the SENCO during Open Evening at the beginning of Year 6 and again at Settling In Evening in Year 7. The SENCO attends Annual Reviews of children with Education, Health Care Plans in Year 6.

On entry into school, all students will be assessed using in-house teacher assessments.

And where further information is required the following tests may also be used:

- Access Reading Test
- Detailed Assessment of Speed of Handwriting (DASH) Test;
- WP (word processor) test.
- WRAT reading test
- Lucid Handwriting test
- WRAT spelling test, diagnostic maths assessment

Mainstream staff may identify a student they consider to have special educational needs at any time throughout the year by contacting the SENCO. After receiving advice from the SENCO, teaching staff will try out differentiation strategies within their subject area for an agreed period. The student's progress will then be reviewed to decide whether intervention has secured adequate progress, if not the student will move onto SEN Support, and be added to the Individual Needs Register for the duration of the support. Students whose needs stem from Social, Emotional or Mental Health difficulties are identified and their needs addressed by the implementation of interventions which may involve the School's pastoral teams; tutors, , Progress and Guidance Leaders, Behaviour Staff and CP Officer.

4. Support for Teaching and Learning:

We recognise the importance of providing effective learning opportunities for all students through:

- Setting suitable learning challenges;
- Responding to students' diverse needs;
- Overcoming barriers to learning and assessment for individuals and groups of students;
- Taking reasonable steps to prevent a child's inclusion becoming incompatible with the efficient education for all students.

This school is committed to supporting students identified as having SEND within the mainstream classroom. All teachers are teachers of special educational needs and are expected to differentiate appropriately. The Individual Needs Team (SENCO, CP Officer, HLTAs and Learning Support Assistant) is dedicated to advising and supporting students and staff to enable students with SEND to learn alongside their peers.

When planning curriculum and assessment for students, all staff take into account the specific needs of students highlighted as having special educational needs. Learning teams differentiate schemes of work to enable students to gain maximum benefit from the curriculum. This differentiation covers the more able students as well as those normally classed as having 'special needs'. Throughout school, individual timetables are personalised to best meet learners' needs, which may include additional coaching, 1:1 support or catch-up periods..

Professional development of the Individual Needs Team is enhanced through regular meetings during collaborative planning time, CPD provided specifically for staff, 1:1 lesson observations and coaching sessions.

The Individual Needs Team monitors student progress closely using Termly Pathway Reviews and Annual Review meetings. When students are working significantly below their Minimum Target Grade or academic progress 'Step' their progress is discussed with subject teachers, parents and the student. Targets are set and intervention offered where appropriate.

The Individual Needs Team seeks to work closely with the senior leaders of the school regarding curriculum and timetable to ensure that the curriculum is relevant to student needs, both present and future and that it is perceived as such by the students themselves and their parents. SEND provision is an integral part of the School Improvement Plan.

5. Staffing Accountability

Staff at Boston Spa School will:

- take an active part in the education and well-being of students with Special Educational needs and Disabilities:

The named SEN Governor will:

- have regard to the SEN Code of Practice when carrying out duties towards all students with SEND;
- do their best to ensure that necessary provision is made for any student who has SEND;
- collaborate with the SENCO to develop and monitor the Individual Needs Team Improvement Plan
- report annually to the Governing Body on the policy's effectiveness,

The SENCO will:

- maintain and analyse the whole-school provision map for vulnerable learners.
- be accountable for the identification and provision for SEND students, their Pathways, Pathway Reviews and Annual Reviews;
- liaise with and advise fellow teachers and support teaching and learning of students with SEND ;
- liaise with the Individual Needs Team, Behaviour and Progress and Guidance teams, about students whose needs stem from Social, Emotional or Mental Health difficulties and fall within the four areas as outlined in the SEN Code of Practice.
- Oversee the records of all students with SEND .
- Manage the Learning Support Assistant, HLTA, and SEN Admin officer;
- be responsible for the monitoring of SEND student progress and identifying any concerns related to attendance;
- liaise effectively with parents;
- contribute to in-service training;
- liaise with LA support services and other external agencies (such as CAMHS, TAMHS, Educational Psychologist and Speech and Language Therapist);
- Complete the Individual Needs Team Improvement Plan and contribute towards the School Improvement Plan.

Classroom teachers will:

- differentiate appropriately to meet the needs of SEND learners in their teaching groups;
- draw to the attention of the SENCO any student they feel requires assessment or intervention because they display 'significantly greater difficulty in learning than the majority of others of the same age.'
- Ensure that they adhere to strategies outlined in Individual Pathways.

Behaviour and Progress and Guidance staff will:

- provide guidance to mentored students and those receiving personalised learning programmes where appropriate.
- Liaise with the Individual Needs Team about students whose needs are multiple.

6. Continuum of Provision to Overcome Barriers to Learning

The school adopts a graduated response in order to help students with SEND and recognises there is a continuum of special educational needs. Students identified on the

SEND List as requiring **SEN Support** may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success:

- differentiated materials;
- in-class support;
- a key worker;
- special access arrangements for internal and external examinations;
- reading intervention;
- other Wave 2 or 3 intervention
- numeracy intervention;
- tutorial sessions;
- small teaching groups and support sessions;

It may be decided that a very small number, **but not** all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer

If at their review it is decided students have not made satisfactory progress at SEN Support the school may seek guidance and support from outside the school. At this point requests for advice and/or support may be made from external agencies such as the Educational Psychology Service, Speech and Language Therapy, CAMHS, TAMHS, Local Authority Complex Needs Team, Children's Social Work Service, CHAD, and the School Nursing Team. . The support given and action taken will either;

- allow the student to access SEN support as required

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or

- result in further consultation with parents and external agencies to consider whether to ask the LA to initiate a multi-disciplinary assessment process with Health and Social Care to consider the need for an Education Healthcare Plan. The description of the student's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether this multi-disciplinary assessment is necessary.

Students with a Education Healthcare Plan is reviewed annually on a formal basis at an Annual Review, when parents, students and outside agencies are requested to contribute. All **/EHCP** students will have:

- an Individual Pathway which contains a pen portrait for staff, targets to support student progress and strategies to meet these targets and ensure compliance with provision to meet the EHC plan objectives.
- access to a key worker.
- their Pathway targets reviewed on a termly basis.

7. Partnership with Parents

The school believes that parents hold key information and have a critical role to play in their child's education. For this reason we actively seek to work with parents of students with SEND. All teachers, the SENCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

Parents are encouraged to discuss any problems or concerns with school, with the child's teacher initially. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the Form Tutor, Progress and Guidance Leader, , SENCO as appropriate. After following this line of referral, parents can complain to the governors and if they are still dissatisfied, may take their complaint to the LA, as described in the 1996 Education Act. Any complaints about SEND provision will be recorded and dealt with in line with the complaints procedure already established in school.