



# THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

## Special Educational Needs (SEND Policy)

|                           |                      |
|---------------------------|----------------------|
| Is this policy statutory? | <b>Yes</b>           |
| Review period             | <b>3 Years</b>       |
| Date of approval          | <b>December 2018</b> |

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## Statement of intent

This policy outlines the framework for The Bishops' Blue Coat Church of England High School to meet its duties and obligations to provide high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

The Bishops' Blue Coat Church of England High School therefore intends to work with Cheshire West and Chester and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- All teachers are teachers of children with SEND. Teaching such children is a whole school responsibility (SEND code of practice 2015).
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

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**Signed by**

**Headteacher**

**Date:**

**Chair of Governors**

**Date:**

**Next review date:**

## **1. Legal framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2014
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.
- SEND Code of Practice 0-25, DfE 2015

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions, DfE 2015
- Keeping Children Safe in Education, DfE 2016
- Working Together to Safeguard Children, DfE 2015
- Teaching standards 2012
- School SEND information report regulations 2014
- The National Curriculum in England.
- Accessibility plan

## **2. Definitions**

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3. Areas of special educational need**

The Bishops' Blue Coat Church of England High School will make provision for pupils with the following 4 kinds of need. (Please note, however, that the school may not have the existing provision to meet every need given as an example within each broad area, e.g. PMLD. Such decisions would be made on a case-by-case basis. Please see, amongst others, Sections 5 and 14 below.)

### **3.1. Communication and interaction.**

**3.1.1.** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

**3.1.2.** Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also

experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **3.2 . Cognition and learning.**

- 3.2.1.** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- 3.2.2.** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.
- 3.2.3.** Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3.3. Social, Mental and Emotional Health.**

- 3.3.1.** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- 3.3.2.** Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 3.3.3.** Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. These processes are in place at Bishops’.

### **3.4. Sensory and / or physical**

- 3.4.1.** Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.
- 3.4.2.** These conditions can be age-related and can fluctuate over time.
- 3.4.3.** A pupil with a disability is covered by the definition of SEND if they require special educational provision.

#### **4. Children with specific circumstances**

**4.1** Looked after children: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The Bishops' Blue Coat Church of England High School has a designated member of staff for looked after children (LAC). This role is carried out by a person other than the SENCO and this designated teacher works closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

#### **5. Admissions**

The Bishops' Blue Coat Church of England High School will ensure it meets its duties under the Schools Admissions Code of Practice by:

5.1 Considering whether we can meet the needs of a child that has named the school in their EHC plan. Any consideration of a school move must be preceded by a Statement Review.

5.2 Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children with SEND but do not have an EHC plan.

5.3 Looked After Children (LAC) and previously looked after children (as defined by the Admissions Code 2012) be given first priority for admission to all schools within their oversubscription criteria. This must be preceded by a Personal Education Plan (PEP). The PEP should have representation from the existing school, social care and CLA team.

#### **6. Roles and responsibilities**

**6.1** The governing body has a responsibility to ensure that the school will:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (the SEND co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities in the SEND report.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years in the Equality Policy.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan if this has been completed and if not, in such a way as to address the pupil's needs.

**6.2** The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as an element of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

**6.3** The SEN Co-ordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND in liaison with all relevant staff.

- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- Support the class/subject teacher with SEND and advise on effective implementation of support

#### **6.4. Subject teachers or departments must:**

- Provide access to the curriculum for all students including those with SEND
- Review the progress of students and identify students who may have SEND to the SEND department

#### **6.4.1 Consider and adapt the following factors:**

- Classroom organisation and management.
- Development and presentation of materials and resources to respond to student needs
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant authorities up-to-date with any changes in behaviour, academic developments and causes of concern.

### **7. Involving pupils and parents in decision making**

7.1 Effective planning should help parents; children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.

- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

## **8. Joint commissioning, planning, and delivery**

**8.1** The Bishops' Blue Coat Church of England High School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

**8.2** Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from primary to secondary, secondary to further education (FE), higher education and employment.
- How provision and support services will enable pupils to prepare for their future adult life.

**8.3** Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

**8.4** SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **9. Funding**

**9.1** The Bishops' Blue Coat Church of England High School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

**9.2** Personal budgets are allocated from the local authority's high needs funding block and The Bishops' Blue Coat Church of England High School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## **10. Local offer**

**10.1** The Bishops' Blue Coat Church of England High School will co-operate with the local authority and local partners in the development and review of the local offer.

## **11. Identification**

To identify pupils with SEND, The Bishops' Blue Coat Church of England High School will assess each pupil's current skills and levels of attainment on entry

**11.1 Make regular assessments of all pupils to ensure that the intervention:**

- 11.1.1 Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- 11.1.2 Matches or betters the child's previous rate of progress.
- 11.1.3 Closes the attainment gap between the child and their peers in other groups
- 11.1.4 Prevents the attainment gap growing wider.

11.2 In addition, the school will:

- 11.2.1 Provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- 11.2.2 Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

## **12. The Graduated approach (i)**

- 12.1.1 Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- 12.1.2 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- 12.1.3 The quality of teaching for pupils with SEND, and the progress made by pupils, is an element of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- 12.1.4 The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- 12.1.5 Class and subject teachers, supported by the senior leadership team, make regular assessment of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.
- 12.1.6 Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, assesses whether the child has a significant learning difficulty. Where this is the case, then there is an agreement about the SEND support that is required to support the child.
- 12.1.7 Teachers have high expectations for every pupil and aim to teach them the full curriculum, whatever the prior attainment.

## **12.2 The Graduated approach (ii)**

- 12.2.1 Once a potential SEND has been identified, four types of action will be taken to put effective support in place – Assess, Plan, Do, Review- this is the graduated approach called SEND support.
- 12.2.2 Establishing a clear assessment of the pupil's needs.
- 12.2.3 **Planning with the student and their parents/carers**, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- 12.2.4 **Implementing** the interventions, with support of the SENCO.
- 12.2.5 **Reviewing** the effectiveness of the interventions and making any necessary revisions taking into account the student voice

**12.2.6** Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies. The school has strong links with various services including the Educational Psychologist (EP), Speech and Language Team (SALT), Sensory impaired team, Community Paediatricians, Child and Adolescent Mental Health Service (CAMHS) as well as links to the Autistic pathway.

**12.2.7** Where a pupil is receiving SEND support, Parents will be invited to meet annually at parents evenings to discuss the activities and support that will help achieve their goals, review their progress and identify the responsibilities of the parent, the pupil and the school.

### **13. Continuous professional development**

**13.1** The Bishops' Blue Coat Church of England High School will:

- Develop and deliver a programme of continuing professional development associated with SEND in order to:
  - Strengthen the confidence and expertise of staff
  - Raise awareness of areas of learning and strategies to use to remove potential barriers to learning
  - Raise awareness of areas of need.

### **14. Assessment**

**14.1** The Bishops' Blue Coat Church of England High School will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

**14.2** The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

**14.3** If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

**14.4** In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track pupils' progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

### **15. Education, Health and Care (EHC) plans**

- 15.1** The Bishops' Blue Coat Church of England High School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 15.2** The school will admit a child that names the school in an EHC plan providing the school feels that they can meet their individual needs
- 15.3** The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 15.4** The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.

## **16. Reviewing an EHC plan**

### **16.1 The Bishops' Blue Coat Church of England High School will:**

- Co-operate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Co-operate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## **17. SEN and Disability Tribunal**

- 17.1** The Bishops' Blue Coat Church of England High School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

## **18. Preparing for adulthood**

- 18.1** **The Bishops' Blue Coat Church of England High School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in years 9-13, including:**
- 18.2** Preparation for adulthood in the planning meetings with pupils and parents from year 9
- 18.3** Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
- 18.4** Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- 18.5** Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- 18.6** Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## **19.Data and record keeping**

### **The Bishops' Blue Coat Church of England High School will:**

- 19.1** Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all SEND pupils.
- 19.2** Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- 19.3** Record details of additional or different SEND provision on a provision map.
- 19.4** Keep data on the levels and types of need within the school and make this available to the LA.
- 19.5** Present the SEND information report for annual review by the governing body, and publish the report on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

## **20. Confidentiality**

The Bishops' Blue Coat Church of England High School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 20.1** To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- 20.2** On the order of any court for the purpose of any criminal proceedings.
- 20.3** For the purposes of investigations of maladministration under the Local Government Act 1974.
- 20.4** To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 20.5** To Ofsted inspection teams as part of their inspections of schools and local authorities.
- 20.6** To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- 20.7** To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

## **21 . Complaints procedure**

Please see the school complaints procedure.