



Bamburgh School

Special Educational Needs and Disabilities Policy and Information Report

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1. Content and Scope

This policy sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure the additional needs of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) are met in a way that works for the pupil.

We accept that parents and carers need to feel confident that the school has systems in place which make it possible for us to offer a flexible range of provision enabling us to meet the individual needs of each and every one of our pupils. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEND, and further details are available in the Local Authority Local Offer (<http://www.southtyneside.info/article/172/Schools--learning>). All schools have the freedom to make these necessary arrangements using existing staff; or to look for advice and support from outside the school.

2. Aims and Objectives

The aims and objectives of the school directly relate to the principles adopted by the Local Authority, which, in turn, are based on the values derived from and guided by the requirements of the legislation and guidance detailed below.

At Bamburgh, we aim above all to improve the outcomes for our pupils. In our very special school, this must be achieved through a combination of challenge and nurture. Our school ethos is encapsulated in our vision (Raising achievement to inspire independence) and our curriculum intent (To empower pupils to understand and interact positively with the world around them) - both of which recognise the needs of the whole child, whilst moving pupils towards their personal best. We feel strongly that progress must be measured holistically, with independence standing alongside achievement: each building on the other.

A creative, challenging and imaginative curriculum is at the heart of what we strive to deliver, and we continually challenge ourselves to improve teaching and learning. Assessment for learning is of key importance to meet our aims, and is central to many of our actions. The development of a school environment which allows academic achievement and independence to flourish is at the centre of our curriculum offer.

With the above in mind, our school aims and objectives are:

- To meet all legal requirements in relation to children with SEND.

- To ensure full entitlement and access for pupils with SEND to high quality education within a broad and balanced curriculum, including National Curriculum, so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND after giving due consideration to the wishes of their parents/guardians and the necessity of individual needs.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- To enable pupils with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
- To promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society, e.g. develop personal qualities such as politeness, initiative and independence.
- To fully involve parents and pupils in the education process.
- To meet the needs of all the pupils by offering continual and appropriate forms of education by the most efficient use of available resources.

3. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

All children attending the school have undergone the Education Authority's assessment process and have an Education, Health and Care Plan (EHCP). Bamburgh supports a multi-disciplinary approach in order to maximise the education provision for its pupils with SEND. Many agencies and support services may have helped identify and assess the pupils (see page 8). We then continue to work closely with these, and other, professionals - both in and out of school.

The school can access the aid of any Local Authority services or personnel at any time it is deemed appropriate, e.g. to seek advice on provision, health needs, SEMH issues, etc.

5. Roles and Responsibilities

The Head Teacher and SMT

The Head Teacher and Senior Management Team will monitor the intake of pupils with regard to parental preference, in consultation with the governing body and the LA. All staff will work together to facilitate a balanced timetable, which allows adequate progress in each curricular area, differentiation, equal opportunities and access to a broad and balanced curriculum. The Head Teacher and Senior Management Team will ensure that the needs of any pupil transferring to a school or college are clearly communicated.

Sensitive and creative adaptation of the curriculum will be made, if required, in order to match what is taught and how it is taught to the pupil's aptitudes and abilities.

The SENDCo

The Head Teacher is the nominated person to act as SENDCo within Bamburgh School and will have overall responsibility for the provision and progress of learners with SEND.

He will:

- Work with the Senior Management Team and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Senior Management Team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

School Governors

Bamburgh School governors need to be aware of their responsibilities for SEND and discuss the issues regularly with both the Headteacher and where appropriate the wider Governing Body.

The Governing Body will discharge its statutory duties by:

- Using its best efforts to secure that the needs of the pupils are met by the school and with outside help when deemed necessary.
- Co-operating with the Head Teacher in producing the SEND Policy Statement.
- Ensuring funds and staffing are available, within the budget, to meet the aims of the Policy Statement.
- Keep a general overview of the school SEND provision.

- Periodically review the duties and workload of SENCo in light of the requirements of the Code of Practice for SEND.
- Work with the Headteacher and Senior Management Team to determine the strategic development of the SEND policy and provision in the school

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Headteacher and Senior Management Team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

All staff

It is the responsibility of each staff member to:

- Provide opportunities for individual and group activities.
- Provide a variety of experiences/activities wherever possible.
- Conduct lessons in a secure, supportive and disciplined manner.
- Encourage pupils to work to their full potential and to experience a sense of achievement.
- Have concern for pupils' welfare and safety at all times.

All staff need to be aware of pupils' SEND needs. This information is shared at regular staff meetings and during staff training. Staff attend CPD sessions to ensure they are fully trained in carrying out their role within the school in relation to pupils' SEND.

6. The SEND Information Report

We are a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This report is intended to give you information regarding the ways in which we ensure we support all of our pupils, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Pupils attending Bamburgh School will have an Education, Health and Care Plan. All our pupils have specific need-based plans and pupil profiles which help support their development and progress. Pupils make good progress and achieve in line with other similar schools nationally. Other useful documents are available on the school website (<http://www.bamburghschool.co.uk/>). Further information about what we offer can be obtained by contacting the school directly on: 0191 4274330

The areas of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning; for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Consulting and involving pupils and parents

Successful education is enhanced by the active and positive participation of parents, carers, pupils and teachers, supported when and where appropriate by other specific professionals and agencies. Parents are kept fully informed, by a variety of means (e.g. formal and informal contact, reports and reviews about their child's learning) and are encouraged to participate. Their knowledge and opinions are valued.

The effectiveness of any assessment and intervention will be influenced by the involvement of the child and his/her parents. Both parents and child can contribute important and relevant information. When the pupil is consulted then his/her confidence and self-esteem can benefit. A record of all such meetings will be kept on file with other material relevant to the individual pupil. A statutory review of pupils' EHCP is held annually.

Case conferences are organised as appropriate and all concerned individuals and agencies invited to attend. We try to inform parents and pupils not attending of points for action and of any decisions made during the conference.

Assessing and reviewing pupils' progress towards outcomes

A wide range of assessment methods are adopted by the school to reflect the whole curriculum and its varied learning opportunities. The main aim of the assessment process must be to facilitate progress in pupils' learning. Assessment is an integral part of the teaching and learning process, which is facilitated by following the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher works with the Head Teacher and Senior Management Team to carry out a clear analysis of the pupil's needs. It will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This assessment is reviewed regularly.

All teachers and support staff who work with the pupil are made aware of his/her needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches which are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We share information with the department, school, college, or other setting that the pupil is moving to. We agree with parents and pupils which information will be shared. To facilitate this process:

- All Yr6 EHCP reviews must take place before the end of February within that academic year.
- A representative from the LA Connexions (Careers) Team will attend the Yr9 EHCP review.

- All Yr11 EHCP reviews will take place before the end of December within the academic year. A representative from the LA Connexions team attends the review.
- All Yr 10 and 11 pupils are involved in the school transition programme.

Our approach to teaching pupils

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This teaching is then differentiated for individual pupils.

Amongst the many interventions provided by school are:

- Direct Phonics
- Read, Write, Inc
- Big Maths
- Renaissance Reading
- Lexia
- Visual Timetable
- PECs
- SaLT
- Toe by Toe

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching: for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Our teaching assistants are central to curriculum delivery, and are trained to deliver interventions. They are able to support on both a 1:1 basis and in small groups.

Bamburgh School also works with the following services provided by the LA.

- Schools' Educational Psychological Services.
- Speech and Language Therapy.
- Hearing Impaired Service.
- Vision Impaired Service.
- Connexions Careers Officers.

Expertise and training of staff

Our most important resource is our staff team.

Each member of our Senior Management Team has a significant number of years' experience in their roles and has worked within Special Educational Needs provision for most of their career.

We have a large team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have completed British Sign Language and Lifeguard Training. Medical training has included CPD relating to Asthma, Anaphylactic Shock, PEG Feeding, Epipen Use, Epilepsy, Catheters and Tracheostomy.

A Deputy Head has obtained a Level 2 Qualification in Management of Medication, and four staff complete 6 monthly refresher courses in Moving and Handling.

Such training allows the school to utilise our own specialist staff for SaLT, Moving and Handling, Hydrotherapy and Phonics.

School directly employs both an OT and a Counsellor.

Securing equipment and facilities

As a special school the resources we have available to us are all focused on pupils with special educational needs and disabilities.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions.
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We have a full time qualified Counsellor on site for pupils to access
- Pupils are encouraged to be part of the school council
- Pupils are also encouraged to be part of Lego Club, Boys' Group, Girls' Group, Art Group and Play Therapy to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Working with other agencies

We involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. We work closely with other professionals such as CYPS, Physiotherapy, Community Nursing, School Nursing, Paediatricians, Dentists, the Immunisation Team.

Complaints about SEND provision

Any complaints about SEND provision in our school are made to the class teacher or a member of the Senior Management Team in the first instance. They are then referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

Contact details are available as part of the South Tyneside Local Offer, and can be accessed using the following link: <http://www.southtyneside.info/article/172/Schools--learning>

The local authority local offer for pupils with SEND

Our local authority's local offer is published here:

<http://www.southtyneside.info/article/172/Schools--learning>

7. Monitoring arrangements

This policy and information report will be reviewed by the Senior Management Team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Positive Behaviour
- Equality, Diversity and Community Cohesion
- Supporting pupils at school with medical conditions