



Boroughbridge High School

Policy for special educational needs and disabilities (SEND)

Policy last reviewed	March 2024
Policy ratified by the Federation Governing Board	March 2024
Next policy review due	March 2025
Due for review by Governors	March 2025
Staff Lead	SENDCo

Significant Revisions Since Last Review

Name and contact details of the SENDCo updated

This policy is in line with the Code of Practice 2001

School's aims and values statement

Our SEN policy aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Boroughbridge High School values the abilities and achievements of all its pupils, and is committed to providing for each pupil, the best possible environment for learning. Boroughbridge High School agrees with the National Association for Special Educational Needs that: "Inclusion has to encompass broad notions of educational access and recognise the importance of catering for diverse needs. Increasing mainstream access is an important goal which needs to be actively planned for and promoted. Inclusive principles highlight the importance of meeting children's individual needs, of working in partnership with pupils and their parents/carers and of involving teachers and schools in the development of more inclusive approaches. Inclusion is a process not a state."

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (CoP)

Objectives of the policy

Philosophy

The school community believes that

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy
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Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (CoP 2001, due for revision shortly)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

2. 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, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN 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.

Abbreviations used:

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
GTA	Teaching Assistant
SATA	Senior Advanced Teaching Assistant

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Penny Town ptown@boroughbridgehigh.com

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 headteacher 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 SEN up to date.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

It is the responsibility of all staff to:

- recognise that each child at our school is special.
- recognise that each child will have their own individual strengths.
- recognise and nurture the talents of each child.

Teaching children with SEND is a whole-school responsibility.

“All teachers are teachers of children with special educational needs”.

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

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 SENCO to review each pupil's progress and development and decide on any changes to provision.

Ensuring they follow this SEN policy.

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo/ learning support dept. offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are available so that staff, pupils and parents know what reasonable adjustments are available

- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local to inform the school offer. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from the SEND Hub, EPs, SaLT, social workers and other outside agencies as deemed useful.
- Some Pupils will have adapted consequences to enable the most appropriate sanction, taking SEND needs into account to be determined.
- Some pupils with specific sensory needs may struggle to adopt all elements of the stated school uniform and this too will be considered in discussion and agreement with parents and the SEND team.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2001

Monitoring and evaluating performance

'All teachers are teachers of children with SEND' (draft CoP 2013 5.2)

Monitoring and evaluating the progress of pupils with SEN is an integral part

of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

Links with other policies and documents

Other policies can be found on our website at www.boroughbridgehigh.com

These include:

Accessibility plan
Behaviour for Learning Policy
Single Equality Scheme
Supporting Pupils with Medical Conditions Policy
SEN Information Report