



BHES

SEND Policy

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Approved by:

Management Committee

HISTORY OF POLICY CHANGES

Policy updated September 2020. First published September 2019

Date	Page	Details of Change
September 2020	5	5.3 specifying the aim of support is to help the student return to school setting.
March 2022	1 & 3	Removal of Meriton logos 4.1 New Senco name Policy review by Andy Langley with Dr Helen Curren (SENCO Bath Spa University)
September 2024	5	(5.1) remove '& The Meriton'
September 2024	5	(5.2) remove']' from end of final paragraph
September 2024	7	(5.12) remove '& The Meriton'

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1. Aims

Our SEN policy aims to:

- Set out how our service 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.

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 Services' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out Services' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. 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 Services

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 Services.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Andrew Langley.

The SENCO will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the Service
- 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
- 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 head teacher and governing board to ensure that the Service meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Service 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 Service 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 Service

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 Service

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

4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

BHES works with students from the whole spectrum of statutory education providers. Hence service staff provide education to students who present with the whole spectrum of educational needs.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Upon acceptance of a referral into our service, all agencies working with the student as well as parents and the student will be consulted about the provision offered.

Termly review meetings will be held where students, parents and any other agencies are asked to take part. These meetings will be held Termly to assure that the teams around the student is focused

on returning the student to a school setting and that they are kept fully informed of progress, treatment and concerns.

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

5.4 Assessing and reviewing pupils' progress towards outcomes

The subject teachers and Inclusion staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual'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

The assessment will be reviewed regularly.

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

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the Service, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All agencies involved with the student will be invited to contribute to termly meetings.

Key support staff or Teachers will complete transition support forms for post 16 providers and support students to engage with them.

5.7 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.

Differentiation of the timetable when necessary to allow students to build their capacity to attend classes regularly.

5.8 Additional support for learning

Most teaching groups are significantly smaller than would be found in a mainstream school with a higher level of teaching support from inclusion staff.

Students who are operating below average in their learning attainment in English and maths in Key stage 3 are offered focused short interventions 1:1 by a trained member of the inclusion team at least twice weekly when the student is in classes.

The inclusion team of support workers provide intensive guidance and support in social skills and interaction across the school week during lesson and unstructured periods.

5.9 Expertise and training of staff

All staff are offered training each year in supporting students with additional needs. Colleagues in support services such as the Child and Adolescent mental Health Service (CAMHS) also offer additional support and training when training needs are identified.

Training is provided to staff based on individual audits of their own developmental needs.

Training is provided to larger staff groups based on staff needs audits and changes in statutory legislation.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires & verbal feedback collected in regular staff team meetings.
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans.

5.12 Ensuring equality of access to BHES

Staff will adapt and differentiate work and associated tasks to enable students with SEN to engage in the same activities available to those in the Service who do not have SEN.

5.13 Complaints

As per our complaints policy we will work to resolve any difficulties or disagreements as quickly as possible.

However, if a student, parent or third party wish to make a complaint about SEN provision in the Service they should be made to the Headteacher in the first instance. Complaints will be handled as per the 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 Service 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

6. Monitoring arrangements

This policy and information report will be reviewed by Annually. Updates will be made as required and recorded in the changes table at the start of this policy.

The policy will be approved by the governing board Annually.