



Special Educational Needs & Disability Policy

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Committee for Review:	Care and Achievement
Frequency of Review:	1 Year
Statutory:	Yes

INTRODUCTION

Inclusion is integral to the ethos of Bungay High School and is expressed in our vision statement 'Opportunity and excellence for all'.

Bungay High School provides a safe, secure and positive environment in which every young person can enjoy, learn and achieve. We recognise that learning poses more challenges for some students than for others and we will work collaboratively to provide the support necessary to successfully overcome these challenges. This policy works within the remit of local and National government frameworks for students with SEN including:

- Disability Discrimination Act 1995 and 2005
- Equality Act 2010
- SEN Code of Practice: 0-25 Statutory Guidance January 2015
- Children & Families Act 2014 (encompassing the SEND Code of Practice)

AIMS

To provide equality of opportunity to all students with special and additional educational needs and disabilities (SEND) and ensure that each student fulfils his or her potential, both social and academic

OBJECTIVES

- To maintain high expectations of learning for all students with SEND so that they can achieve their full potential.
- To improve the outcomes for all students, narrowing the gap between those with identified SEND and those without.
- To enable all students to fully participate in all aspects of school life, make positive contributions, become independent learners and develop good life skills.
- To provide students with SEND with personalised and high quality learning and support through effective partnerships with parents, staff and outside agencies.
- To ensure students and parents/carers are fully involved and consulted in the identification, provision and monitoring of support provided to their needs.
- To ensure all staff members know which students have identified SEND, what their individual learning needs are and how to meet their needs.
- To analyse the impact of provision on learning outcomes for students with SEND and implement actions based on the results of this analysis.
- To work closely with feeder schools to ensure we are well informed and prepared for those young people who are in our care.

- To work together towards the timely identification of students with SEND and those eligible for special exam arrangements, ensuring their rights are upheld.

DEFINITIONS

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.¹

Students who do not currently meet age-related learning expectations may not necessarily have a special educational need². Likewise students must not be regarded as having a learning difficulty solely because they have English as an additional language or because they have health issues.³

A disabled person is someone who has *'a physical or mental impairment which has a substantial and long-term adverse effect in his or her ability to carry out normal day-to-day activities.'*⁴ This includes young people with 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 and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.¹

Not all students with a disability will have special educational needs, and not all students with SEN will have a disability.

SCHOOL ARRANGEMENTS

1.1 Roles and Responsibilities:

School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

¹ Special Educational Needs Code of Practice :0-25 years – Statutory Guidance Jan 2015

² Lamb Enquiry (2009)

³ DfE Code of Practice on the Identification and Assessment of Special Educational Needs.

⁴ Disability and Discrimination Act 1995

The Governing Body must:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Have a governor with specific oversight of the school’s arrangements for SEN and disability.
- “ensure that arrangements are in place in schools to support pupils at school with medical conditions and should ensure that school leaders consult health and social care professionals, pupils and parents to make sure that the needs of children with medical conditions are effectively supported.”⁵
- Work with the LA other local organisations to review and develop the Local Offer for students with SEND.
- Ensure the school makes reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Have regard to the Code of Practice when carrying out its duties towards all students with special educational needs.

The Headteacher will:

- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs, and have the capacity and capability to do this effectively.
- Oversee the day-to-day management of all aspects of the school’s work, including provision for students with SEN.
- Use the school’s self-evaluation process and SEND action plan to monitor progress.
- Work closely with the Assistant Head, Inclusion (SENCO) to ensure quality and efficacy of provision for students with SEND.
- Keep the Governing Body informed of the progress made by students with SEND.

The Assistant Head, Inclusion (SENCO) will:

Work with the SEN Manager to discharge the requirements of the act, which include:

⁵ Special Educational Needs Code of Practice :0-25 years – Statutory Guidance Jan 2015



- Overseeing the day-to-day operation of the school's SEND Policy and coordinating provision for students with special educational needs, particularly those with a Statement of Educational Need or Education, Health Care Plan (EHCP) , and those with significant needs (K).
- Liaising with, advising and working with staff, parents/carers and external agencies such as the County Inclusive Resource, Educational Psychologists and Health organisations to ensure the best possible provision.
- Maintaining the school's Learning Support Directory and overseeing the records of all students with SEND, as well as coordinating Pupil Passports (previously IEPs).
- Liaising with the Pastoral and Behavioural teams who oversee the education, behaviour and development (EBD) of students.
- Managing and deploying the school's teaching assistants to greatest effect.
- Completing applications for Higher Tariff Needs (HTN) funding where required.
- Seeking external support and alternative provision for students, where necessary to meet their needs e.g. through referrals to outside agencies and/or via the IYFAP (In Year Fair Access Panel).
- Informing parents when they are making (or removing) special educational provision for a child.
- Monitoring and evaluating the impact of interventions and amending provision in the light of outcomes, where necessary.
- Advising the SLT on the adequacy of the resources available to discharge the requirements of the SEND Code of Practice and school SEND policy, and suggesting action plans.
- Preparing an SEN information report and report on arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time

Teaching and non-teaching staff:

All teachers are teachers of students with special educational needs: it is incumbent upon them to be aware of the varying needs of students in their classes and to differentiate effectively to meet the needs of the learners. They must therefore:

- Make themselves aware of the school's procedures for identifying, assessing and making provision for students with special educational needs through the school policies, Learning Support Directory and other information distributed by the SEN Coordinator.
- Maintain and develop expertise in supporting the learning of students with SEND by participating in relevant training and keeping up to date with any policy changes.

- Bring to the attention of the SEN Coordinator any students who are making less than expected levels of progress and/or those who may require additional support for their learning or social/emotional wellbeing.

All requests for support for classes or help for individual students should be brought to the attention of the SENCO/SEN Manager, usually through Heads of Department.

1.2 Resources

The Learning Support Team exists to ensure that we meet the needs of students with special educational needs and disabilities (SEND) and their families. The team is comprised of:

- Assistant Head Teacher, Inclusion (SENCO)
- SEN Manager
- SEN Assistant Managers (one for Transition and Year7/8, and one for Disability and medical needs)
- SEN Teacher
- Teacher
- 8 Teaching Assistants (some of whom are part time)
- Behaviour Manager
- Behaviour Assistant.

The team ensures timely distribution of information on the special needs of students, training, advice and guidance for all stakeholders, specialist interventions, tracking of progress and assessments or onward referrals, among other things.

Teachers offer a wide variety of skills and experience in meeting the needs of students with SEND, and the school's INSET programme reflects the fact that all staff are teachers of special educational needs. In-Service Training (INSET) is channelled through the Professional Development Officer who will inform the SENCO of all relevant courses. Teaching assistants are given INSET to ensure they have the necessary skills and expertise to fulfil their roles effectively. Sixth Form students and Peer Mentors receive advice on how to help students with whom they are linked for reading support. NQTs, GTPs and all new staff are informed of SEN Policy and practice as part of the induction programme.

1.3 Facilities

- Two dedicated teaching rooms (LSR1 and 2), which can be used for small group interventions as well as work with individuals.
- A large meeting room/office which is also used by and for students.

- The Second Learning Chance – our specialist learning area for emotionally vulnerable students, which focuses on overcoming barriers to school attendance and achievement in a non-threatening environment.
- Access arrangements for students with physical disabilities including ramps to most buildings, three lifts and disabled toilets.
- A variety of specialist intervention programmes which can be delivered to meet the needs of students including Lexia, which supports literacy
- Students have access to the Schools Nursing Service to support issues relating to health and well-being.
- Access to professional short-term counselling team.
- Bungay High School has developed a wide range of learning programmes to meet the diverse needs of its community. These include more vocational and life-skills or work-based learning in Years 10 and 11.
- The school works closely with advisory teachers for students with physical disabilities and other learning difficulties, working together to remove barriers to learning.

1.4 Admissions

Bungay High is committed to being a fully inclusive school and will admit, as a matter of course, all students in catchment and all those out of catchment granted places by the LA, who are able to benefit from the education on offer in the school. (The Sixth Form has an open entry policy).

By law all schools are obligated to accept applications from students with Statements of Special Educational Needs and EHSP, provided that the school can meet their needs, taking into account the provision of effective and efficient education of others and the efficient use of resources.

1.5 Identification, assessment and referrals

Early identification of issues is essential in ensuring all students receive the support they need to get the most out of their education.

The SENCO is formally responsible for identifying students with special educational needs, assessing their needs and progress and bringing information to the attention of other staff, as appropriate. However, all teachers have a responsibility to bring to the attention of the SEN Coordinator any students who are making less than expected levels of progress and may have un-met learning needs.

1.5.1. Intake into Year 7

The majority of students with SEND will be identified whilst in feeder schools: the Learning Support Team will liaise closely with them to ensure all pertinent information is gathered transferred, recorded and communicated prior to transition. Liaison will include:

- Meetings with parents prior to application: parents are a key source of information on SEND
- Attending Year 6 Education, Care and Health Plan (EHCP) meetings, Case Conferences and other meetings associated with the needs of the child.
- Visiting feeder schools to get information on students with SEND.
- Working with staff and students during planned transition activities, to foster positive relationships and information sharing.
- Copies of Statements/EHCP and other records of SEN and provision from feeder schools

Additional information about the special needs of students may include:

- Tests (e.g. County Reading Scores at 10+ and 12+; reading, spelling and numeracy tests sat by all students entering Year 9; and Key Stage 2 Maths and English levels).
- Data from the English and Mathematics Departments on basic literacy and numeracy skills.
- Information from the LA advisory team.

The information gathered above will be centrally stored on the school management information system and used to:

- Create the Learning Support Directory ready for distribution to staff before the new students start in September.
- Identify students who may need support on transition days.
- Identify students who may need additional support, intervention and alternative curricula, bearing in mind the need to allow for the provision of teaching assistant and other support.

In Year 9 we aim to test the whole year group to enable us to identify students who may need additional exam consideration. This 'cohort screening' is seen as best practice.

Further testing may follow in years 10 and 11 to ensure students receive the support they are entitled to and which will help them best achieve their potential.

1.5.2. In-term Transfers

While most students join us in Year 7, some will come into different year groups as a result of in-term transfers from other schools. In this situation the Assistant Head, Inclusion (SENCO)

will liaise closely with the family and Learning Support Team to develop provision to meet the needs of the student. The Learning Support Team will

- Liaise closely with the previous school and Head of House to ensure all relevant information about a student's learning needs are identified, transferred and added to the Learning Support Directory, if necessary.
- Meet with student and parents to discuss any SEND needs and targets as necessary. Arrange any testing required.

Students will initially retain the level of SEND they had at their previous school and will be placed on the Learning Support Directory (and school Management Information System) at this level. However, the progress of all students with SEND will be reviewed regularly and their status may be amended depending on their levels of progress. This will always be done in consultation with pupils and parents.

1.5.3 Students not previously identified with SEND

Some students who have not been previously identified with SEND may experience or exhibit difficulties. Students, parents and staff, are encouraged to raise their concerns about learning by contacting the SENCO, SEN Manager or the relevant Head of House as soon as possible. The Head of House should immediately contact the SENCO if such a referral is received.

The Assistant Head, Inclusion (SENCO) and/or SEN Manager will discuss concerns with relevant parties, review attainment data and organise appropriate testing to establish whether there is a potential learning barrier, including assessing if special consideration is needed for external exams.

The Learning Support team can do various screening tests which may indicate potential learning issues such as:

- Dyslexia
- Dyscalculia
- Meares Irlen Syndrome (Visual Stress)

However formal diagnoses of these and other learning difficulties can only be made by specialists such as Educational Psychologists. If our preliminary tests show a potential issue we will discuss the support we can offer in school, and if necessary make a referral to outside agencies. Whatever the outcome parents and students will be involved in finding a way forward to resolve any concerns.

1.6 Provision

Provision of support is determined on a needs basis, remembering that children within the same category of SEND differ in the extent of their individual difficulties and in provision needed.⁶

The school's priority is to ensure that students are able to access a broad and balanced curriculum in an inclusive environment within the main body of the school. We therefore aim to support students as much as possible within the classroom so that they can participate fully in all aspects of school life and have the same opportunities as others when making future options and career choices. As such students will not normally be disapplied from subjects unless this is stated in the EHCP/Statement of special educational need or is agreed by the school, parents, students and other professionals following a thorough evaluation of progress.

However, the school recognises its responsibility to ensure that reasonable adjustments are made to ensure equality of opportunity, remembering that in some cases equality can only be ensured by positive discrimination in favour of students with SEND. It also recognises the need to personalise the curriculum as much as possible to the needs of the student, especially where more intensive forms of support are required.

1.6.1. Curriculum access and inclusion

- All students in Years 9 - 11 follow a common curriculum, based upon the National Curriculum, with a common range of options at Key Stage 4.
- Students in Key Stage 3 may be withdrawn for individual or small group tuition from any subject, after consultation with parents.
- Key Stage 3 & 4 students are supported in lessons, where necessary and where resources allow.
- Key Stage 4 students may also be withdrawn from some lessons to offer further support where required.
- Allowances and help will be given by subject staff to students withdrawn from lessons to minimise any disadvantage of the withdrawal wherever possible.
- Teachers are expected to differentiate tasks and resources to meet the varied needs of learners.
- Work is carried out with disaffected students to provide personalised learning programmes.
- (All students belong to mixed ability tutor groups, attend the same assemblies, year group activities, and follow common tutorial programmes.
- (Although some subjects group students by ability, for most of the week students are taught in mixed ability groups, reducing
- A wide range of extra-curricular activities is available to all students.

⁶ DfE (March 2011) Support and aspiration: a new approach to special educational needs and disability. A consultation.

1.7 Special Access Arrangements for students with special educational needs in public examinations and national tests.

- Examination Access Arrangements are designed to ensure access for students with certain disabilities and certain learning difficulties to examinations, without giving them an unfair advantage over other students who do not qualify for them.
- Consideration of whether students qualify for Access Arrangements is given in accordance with the terms of the different national regulations made by QCA (Key Stage 3 Tests) and the Examination Awarding Bodies (public examinations).
- No student has an automatic right to Access Arrangements. Parents are welcome to request such arrangements for their children and present factual information in support of their requests, but parental opinions in themselves are not evidence of the need for Access Arrangements.
- Decisions at school level, including recommendations to the Awarding Bodies, are made by the SEN Manager, in partnership with the Exams Officer.
- The SEN Manager is responsible for collecting evidence for Access Arrangements (in liaison with teaching staff), keeping parents fully informed of the process and arrangements made.
- Once any Access Arrangements have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented for public examinations and that staff are informed of the arrangements in place.
- Teaching staff must use the Access Arrangements as guidance for internal assessment and tests, as this provides important evidence of 'normal ways of working' expected by the awarding bodies. More importantly it provides students with a fairer opportunity to demonstrate their skills, and a more realistic view of attainment and progress.

1.7 Allocation of teaching assistant support

Staffing resources in the school are allocated to and amongst students with special educational needs according to the following principles:

- As far as possible all key educational provision areas identified in EHCP are met (EHCP do not specify hours of support in the same way as statements of special needs).
- Statutory support hours are met (as outlined in statements) through a mixture of in-class support, lunch clubs, social support, one-to-one or small group intervention (as appropriate to the needs of the student).
- Where this is not possible due to staffing levels, support will be distributed as follows:
 - All students at KS3 and 4 who have 25 hours or more will have all their needs met.
 - Next priority will be given to Years 7, 10 and 11, to support transition and exam studies.
 - All other students will have support pro rata.

- Where students require less than 25 hours of support a week, support will be prioritised in the core subject areas (English, Maths and Science) and/or in areas specified by the statement/EHCP. Otherwise support will be placed in subject areas identified by the student, parents or staff as areas of need.
- Individuals and groups of students receive the best possible continuity of TA support given the hours needed and the staff available.
- That the basic standards of literacy and numeracy should be raised in Years 7,8 and 9.
- That students who would benefit from small but regular amounts of one-to-one tuition for reading should receive this from a specially trained TA, where possible.
- KS5 students receive some personalised support, according to need and bearing in mind the increased levels of independence these students will both want and need to develop.

In the unlikely event that there is surplus TA support this will be used to support other classes with high incidences of students with significant learning needs (K).

If a teacher or TA feels that in-class support is unnecessary for a student, this information with supportive evidence must be given in writing to the SEN Manager, who will then discuss it with the student and parent. If there is general agreement that no help is needed in this class, resources will be reallocated depending on need, and the SENCO/SEN Manager will look to amend the statement of special educational needs/EHCP at the next annual review.

If students or parents feel that any changes need to be made to the support received they should contact the SEN Manager at the earliest opportunity so that provision can be reviewed.

1.9 Effective use of teaching assistants within the classroom

It is the responsibility of the teacher to communicate the learning objectives of each lesson or series of lessons to the teaching assistants and to direct them in how best to support the learning for students and individuals within lessons and sequences of lessons.

TAs should feedback information about progress against targets to the teacher and SEN Manager, and discuss progress with the students they work with.

Where TAs are attached to a department they are expected to work with their departments to help plan and create resources for students with SEND.

1.10 Monitoring and record keeping

- National research shows that students with SEND are less likely to achieve successful outcomes in school and at Bungay High we do not believe that this is acceptable: we will strive to ‘narrow the gap’ between students with SEND and those without.
- To this end the attainment, progress and attitude to learning of all students and groups of students with different levels of special and additional needs, is recorded and monitored carefully against benchmark and target data. This data is used to identify issues and plan additional or alternative intervention where necessary.
- The attendance of students with SEND is also monitored, working closely with Heads of House, Assistant Heads of House and the Assistant Head, Progress. Where attendance problems occur we liaise with students and parents to assess and implement support which may improve attendance.
- Baseline and end-point testing is used to monitor the impact of any additional short-term interventions put into place, and to discuss the level of progress with students, parents and providers.
- The school also monitors the use of its behaviour systems to establish, evaluate and remedy any potential over-representation of students with SEND – we recognise that poor behaviour choices sometimes indicate a learning need.
- Regular lesson observations as part of the performance management cycle assess the impact of TAs on student learning.
- Students with SEND have their own SEND file with all pertinent documentation in it. This also shows recorded baseline and progress data.

1.11 Policy and Partnership

The school has a multi-agency approach to supporting special and additional educational needs, having well developed working relationships with a range of external agencies. As part of this, SEN Manager liaises with support services, in consultation with the Assistant Head (Inclusion):

- Advice is sought from Student Services, Northern Area, in the implementation of special needs policy.
- Advice and assessment procedures are available from the Northern Area Educational Psychologist. Contact is made when it is necessary to seek additional advice or when assessments are needed.
- Referrals can be made to the Advisory Teacher for Learning Support, medical services (which is usually the parents GP or school medical service), Educational Welfare Officer, Speech and Language Therapist and Hearing and Visual Impairment Advisors. (Permission is always sought from parents prior to referral), CIR (community inclusive resource), resource base for dyslexia, CAMHS and the Educational Psychologist.



- Additional facilities, resources, information from specialist staff are utilised when necessary, e.g. learning/visual impairment.
- Contact with support services is recorded and kept on file. It is necessary at times to work closely with health and social services, educational welfare and voluntary organisations.
- Liaison with the above services is the responsibility of the Assistant Head (Inclusion) and/or SEN Manager.
- Should contact be necessary with officers of social services or health services, this will be done after consultation with the Headteacher, Deputy Head or Assistant Head (Inclusion).
- Attendance of school staff at case conferences will be decided by the Headteacher.

The school aims to involve and engage parents, carers and families in the education of their children, encouraging regular contact and welcoming open dialogue about ways in which we can support them. Contact with parents/carers of students with special educational needs is usually coordinated by the SEN Manager who will record and file such contacts.

Any arrangement for special educational provision will be discussed with parents/carers before action is taken and information will be given on:

- The reasons for the provision.
- The nature of the provision.
- Results of any assessment or testing conducted by the school/LA, as requested.
- Progress being made.
- Any modification to arrangements.

1.12 Evaluation of the Policy

The success of this policy will be demonstrated if:

- Lesson observations and other records show that students with SEND fully participate in school life and have developed the skills to be independent in their learning.
- Teachers and Teaching Assistants state and demonstrate in lesson observations that they are confident and competent in identifying and responding appropriately to the special and additional educational needs of learners i.e. effective differentiation is happening.
- Student and parent feedback indicates that they feel included and involved in the provision and monitoring of support and that they feel it is successful.
- All students with SEND make at least expected levels of progress.
- Levels of literacy and numeracy for students with special educational needs show improvement over time and are more in line with the attainment of students without special educational needs.

- Attendance and behaviour monitoring shows that students with SEND attend and behave at least as well as or better than students who do not have SEND.

1.13 Complaints Procedure

The Learning Support Team at Bungay High School is proud of its positive working relationship with parents and carers. We actively welcome the views of parents, students and other professionals, as we see these as important in the continual improvement of our provision and service. However, if you do have any concerns or complaints, you are encouraged to discuss these with the Assistant Head Inclusion/SENCO in the first instance. Formally, the Headteacher will receive complaints and implement the school complaints procedure. All complaints will be thoroughly investigated.