



*Kindness, Respect, Determination*

# Special Educational Needs Policy

January 2024



### **Our Aims of the School:**

- *To inspire and enable all to make a positive contribution to ourselves, our community and the wider society*
- *Pursue excellence in character and in learning*

### **Our Vision:**

*To be the best versions of ourselves*

### **Our Values:**

*All we do as a community is rooted in our three values*

*Kindness – a strength of the heart*

*Respect – a strength of the mind*

*Determination – a strength of the will*

*"The best interests of the child must be a top priority in all actions concerning children"*

**Article 3 – UNCRC**

*"Governments must do all they can to fulfil the rights of every child"*

**Article 4 – UNCRC**

*"Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly"*

**Article 5 – UNCRC**

*"Every child has the right to say what they think in all matters affecting them and to have their views taken seriously"*

**Article 12 – UNCRC**

*"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as their parents, their own and other cultures, and the environment"*

**Article 29 - UNCRC**

The SEN policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE **June 2018**
- SEND Code of Practice 0 – 25 January 2015 **last updated April 2020**
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions **December 2015**
- Children and Families Act 2014
- Safeguarding Policy **September 2023**
- Accessibility Plan – **To be done in school**
- Teachers Standards December 2021

This policy was written by the school SENCO in liaison with the Senior Leadership Team. Bourne Community College is an inclusive all through school. We are committed to providing an appropriate and high-quality education to all the students and young people living in our local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life, enabling them to meet their full potential. The Bourne Community College also includes a specialist resourced provision for students with Educational Health Care Plans who have Social Communication and Interaction as their primary need.

## The SEND team at Bourne Community College

Inquiries about an individual child's progress should be addressed at first to the subject teacher/ form tutor since he or she is the person who knows the child best.

Other enquiries addressed to:

SENCO: Cindy Kemp [ckemp@bourne.org.uk](mailto:ckemp@bourne.org.uk) 01243 375691 ext. 272

**Head of Bourne Student Support Centre:** Cindy Kemp [ckemp@bourne.org.uk](mailto:ckemp@bourne.org.uk)  
01243 375691 ext. 272

The SEN Governor for Bourne Community College: Jenny Clough

## SEN Code of Practice January 2015

### Defining SEN

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

### Aim

To produce an inclusive environment and raise the aspirations of and expectations for all students with SEN. To enable, through 'Quality First Teaching' and targeted and focused support, for all students to meet their full potential.

### Objectives

Our objectives are:

To work within the guidance provide in the SEND Code of Practice, 2015 and to implement it effectively across the school.

To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEN.

To ensure that every student experiences success in their learning makes the most progress that they can and achieves to the highest possible standard.

To enable all students to participate in lessons fully and effectively.

To value and encourage the contribution of all students to the life of the school.

To work in partnership with parents/carers and students.

To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy.

To work closely with external support agencies, where appropriate, to support the need of individual students.

To ensure that all staff have access to training and advice and individual student information to support quality teaching and learning for all students.

## Identifying Special Educational Needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2015:

- communication and interaction (CI)
- cognition and learning (CL)
- social, emotional and mental health (SEMH)
- physical and sensory (PS)

If a Student has an underlying special educational need, they will be included on the SEN Register in discussion with parents. Students with SEN are identified by a number of routes:

**Attainment and Progress meetings:** The progress of every child is monitored at half termly student progress meetings. Where students are identified as not making progress in spite of Quality First Teaching they are discussed with appropriate staff, such as the Head of Department /Assistant Headteacher/ Leader of Year / SENCO and a plan of action is agreed. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment. Where concerns continue despite support for a child, a referral may be made to the SENCO for further advice, assessment or referral to external agencies.

**Subject teacher assessment:** Subject teachers are continually monitoring student's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

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

Opportunities are available for class teachers to discuss students with special educational needs regularly **at department meetings** and they are able to refer students of concern to the SENCO.

Parental concerns: Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is assessed to establish if there is an underlying difficulty or need.

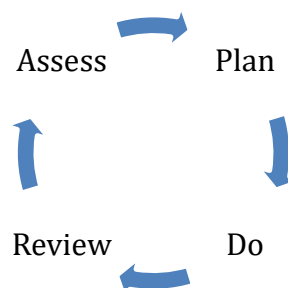
Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Bourne Community College also recognises the need to look at the whole child, which will include not just the special educational needs. We will also consider what is not SEN, but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)

## A Graduated approach to SEN Support

A Graduated Response is adopted for students identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEN Code of Practice 2015.



All teachers are responsible for every child in their care, including those with special educational needs.

In Bourne Community College there are three levels of support. Universal provision is what every child can expect from the school. Targeted provision is extra help focusing on particular difficulties. It includes short-term 1:1 or small

group interventions. Specialist provision is for students who have complex and long-term needs.

## Universal provision: Quality First Teaching.

'Every teacher is a teacher of every child including those with SEN.' Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

**Our High Expectations and Challenge Charter (November 2023)** details our core principles and practices through our Teaching and Learning Charter to ensure every student develops their potential to flourish and be successful. This is known as Universal provision and includes early intervention and targeted additional support within the classroom or intervention groups.

Quality first teaching and pastoral support, adapted for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Bourne Community College regularly and rigorously observes teaching across the school in its Learning Walk schedule to maintain standards. It also has half-termly Student RAG Meetings to rigorously monitor progress of all of its students. Tracking reports are also completed every term. All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

At Bourne Community College, our staff know how to:

- Explain things in simple words and in ways that help students remember. We use lots of visuals on our whiteboards and in our communication
- Give instructions so that students listen, understand and remember.
- Make sure that your child knows how much time they have to get their work done.
- Ask questions that check your child's understanding
- Adapt the classroom and the seating plan so that everyone can see, hear and for sensory purposes.
- Assess your child's progress at least once a term and do extra assessments to pinpoint where a child needs additional support.
- Change their lesson plans to accommodate student's strengths and areas for development.
- Understand and talk with students who are shy, worried or angry; and include them in school life.
- Support and settle students who are dysregulated.

At Bourne Community College, our teachers use:

- Practical equipment to help students understand complicated ideas.
- Special adaptations, including ICT, for students who have difficulty seeing, hearing, moving or have other needs which the use of a laptop has been identified.
- Use talking and questioning so that students are confident about writing and helps to increase their vocabulary.
- Strategies to help with writing e.g. word mats, mind maps, word banks.

At Bourne Community College, our teachers get advice from:

- Heads of Departments, Leaders of Year and Tutors who share information about individual student's welfare, behaviour and learning with the SENCO.
- Outreach teachers from specialist teams and the Alternative Provision College.
- Visiting Speech and Language Therapists.
- The Educational Psychology Service (this is a professional who advises on difficulties with learning)
- Specialist Support Teams at the local authority (these professionals advise on behaviour, social skills and emotional needs.)
- Child and Adolescent Mental Health Service (CAHMs) (these professionals advise on emotional needs.)
- The School Nurse.
- ASPENS.
- Parent Partnership.
- The Head of Bourne Student Support Centre - Cindy Kemp.

At Bourne Community College, we provide short-term, individual or small-group interventions for students who experience barriers to learning, which include:

- Speech and language groups run by a trained Teaching Assistant following plans provided by the Speech and Language Therapy team.
- Literacy: help with reading. Phonological awareness teaching.
- Numeracy interventions.
- Typing skills.
- The Golden Ticket room– for students who need support to form friendships or have difficulty with sensory overload at break and lunchtimes.
- Transition Groups (for students moving into secondary) to develop confidence.
- Social Skills Groups.
- Executive Function groups – for students who need support with planning and organisation and flexibility of thinking,
- Individual or group behaviour support, delivered by our Therapeutic Behaviour Specialist.
- Emotional Literacy with our trained Emotional Literacy Support Assistant.
- Managing Emotions Groups



## Targeted support (intensive): SEN Support

- If a child is not making adequate progress highlighted from our assessment processes, universal provision and early intervention support, they may need higher levels of targeted support and/or liaison with outside agencies for further advice and support. Here children will be added to the SEN register at the SEN Support level.
- Targeted support at this level may include:
- Multi-professional planning and coordinated support e.g., Educational Psychology Service; Advisory Teacher services for autism, social communication, learning and behaviour; Health colleagues, CAMHS etc.
- Personalised support working on an individualised curriculum with personalised targets
- High levels of adult support and modelling to enable access to the curriculum
- Personalised resources and/or learning environment adaptations
- One Page Profile, reviewed regularly
- Intervention and support from specialist teachers e.g. hearing or visual impairment
- Speech and Language Therapist (SALT)
- Occupational Therapist
- Thought-Full – The Mental Health Support Team in West Sussex
- Medical professionals including Physiotherapists.
- Family Link Keyworker.
- Virtual School for Learning: Hampshire and West Sussex.
- ASPENS.
- Parent Partnership.
- Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. Teaching Assistants and the SENCO are involved in this process. The child's progress is then reviewed by the SENCO and at the Student Progress Meetings.

At Bourne Community College, we are committed to continuing professional development and provide SEN training to all staff to enable them to support students with additional needs appropriate to their role.

## Education, Health and Care Plans

If a student fails to make adequate progress despite high quality, targeted support at SEN Support and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes an Education, Health and Care Needs Assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHCP).

If the application for an EHCP is successful, the SENCO is responsible for overseeing and monitoring support for students with EHCPs within the mainstream setting.

In addition to this, Bourne Community College has a specialist provision (SLCN Provision) for students with speech, language or communication needs or High functioning Autism. Students must have an EHCP to be part of the provision. Selection for this is determined by the West Sussex Special Educational Needs Assessment team.

Being in the provision means that a student has a personal and unique programme which will include some of the following:

- Advice or teaching from a specialist teacher
- Personalised timetable
- Intervention sessions for Speech and Language. A student could follow a programme written and monitored by a Speech and Language Therapist (SALT), or work directly with a SALT.
- Targeted interventions for social skills, emotional literacy, self-regulation, motor skills and life skills.

The specialist provision is known as the BSCC and is managed by Cindy Kemp.

## Managing Students Needs on the SEN Register

Every student is involved in the assessment cycles including the Student Progress Meetings which enables students to be identified as requiring SEN support.

Subject teachers are responsible for evidencing the progress of SEN students in their classes.

The SENCO is responsible for managing the SEN register and keeping it up to date. The level of provision employed for a student will be decided at relevant stages in the monitoring cycle and follow the graduated response already identified above.

All interventions will be outcome based and have clear time frames to comply with the SEN Code of Practice 2015 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each Teaching Assistant delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions.

Bourne Community College also employs Person Centred Progress Reviews for their students with EHC Plans. A person-centred review involves the student and parent/carer but is facilitated by an adult within the school setting.

The person-centred way gives everyone the opportunity to acknowledge and celebrate what is working well and look at the challenges the students are facing, and how to address these in jointly agreed actions.

## Criteria for exiting the SEN register

Students will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

## Monitoring and evaluating SEND

Students on the SEN register have their progress reviewed termly by the SENCO and are discussed at the Student Progress and Teacher/SENCO Meetings.

Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. Teaching Assistants and the SENCO are involved in this process. The student's progress is then reviewed by the SENCO reviewing the interventions and at the Student Progress Meetings.

Our intentions are to evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all students

## Students with social, emotional and mental health needs

Behaviour is not classified as a SEN. If a student shows consistent unregulated behaviours, the subject teacher will assess the student's needs, taking into account family circumstances and the student's known history of experiences. **These issues are also discussed and addressed at Inclusion Meetings.** If the student's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may seek additional support from external agencies to help the family and support the student through that process.

All students' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Social, Emotional and Mental Health needs do, however, come under the SEN Code of Practice 2015. If parents and school are concerned that the student may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or alternative community support services.

If the student is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained school staff/therapists and relevant outside agencies that develop good, trusting relationships with the students.

## Supporting students and families

At Bourne Community College we aim to have positive and collaborative relationships with all our parents/carers. Partnership plays a key role in enabling students and young people with SEN to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs. All parents/carers of students with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

If a student is experiencing difficulties, parents/carers will be informed either at parents' meetings (annually) or during informal meetings to discuss the student's progress. Once a student has been identified as having a SEN, parents/carers will be formally told that their child is being placed at School Support.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter, parents/carers and students are invited to regularly review progress made and discuss their provision.

## Transition into and within school

We understand how difficult it is for students and parents/carers as they move into a new year or a new school. We will do what we can according to the individual needs of the student, to make transitions between year groups including from primary into the secondary phase and later into 6<sup>th</sup> form or college as smooth as possible. This may include, for example:

- Additional meetings for the parents and student with the appropriate staff in the new setting.
- Enhanced transition arrangements which are tailored to meet individual needs.

The Year 6 SEN students moving to Bourne Community College are discussed between the Primary SENCO, Secondary SENCO, BSSC manager (if appropriate) and Year 7 Leader of Year.

The SENCO liaises with colleges and 6<sup>th</sup> forms in order to provide a smooth transition into Post-16 education, training and or apprenticeships.

## Exam Access Arrangements

The School's Exam Access Arrangement Officer identify students who may need additional support for exams, and assesses students to obtain necessary evidence to apply for exam access arrangements. Students will undertake an initial screening process using GL Exact testing, which assesses a student's spelling, reading comprehension, reading speed, handwriting speed and comprehension speed. This information then informs any further testing that may need to be pursued. Exam Access Arrangements are applied for according to the JCQ regulations, updated on an annual basis. The SENCO

works with the exams officer to ensure all additional support is provided in student exams.

## Further information

For more information to support your family and your child please refer to the following:

- West Sussex local offer - The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. West Sussex's Local Offer is available from the website:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

- Bourne Community College's SEN Information Report – available on our website.
- Bourne Community College's policy for managing the medical conditions of students – available on our website.
- Bourne Community College's Admissions policy and arrangement – available on our website.

## Supporting students at school with medical conditions

Bourne Community College recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2015) is followed.

Bourne Community College wishes to ensure that students with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of students has been developed in line with the Department for Education's guidance released in April 2014.

Bourne Community College's policy for, 'supporting students with medical conditions' is available on our website or on request, from the school office.

## Training and resources

The SENCO is responsible for the strategic and operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students with Education Health and Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

All of our teachers are trained to work with students with SEN and all have access to advice, information, resources and training to enable them to teach all students effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of books or guidance towards useful websites.

Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management.

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO and Head of Bourne Student Support Centre also attend Area Planning and review meetings with other SENCOs and specialists from within the area. We also have links with local Special Schools. **Bourne Community College is also a member of NASEN.**

## Roles and responsibilities:

### SEN Governor

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively.

The governing body has decided that students with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The school's SEN Governor meets with the school SENCO and Head of Bourne Student Support Centre on a regular basis to discuss progress.

## Roles and Responsibilities

### SENCO

- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Overseeing the day-to-day operation of the school's SEN policy. Co-ordinating provision for students with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all mainstream students with SEN.
- Liaising with parents of students with SEN.
- Contributing to the in-service training of staff.
- Attending local and national SENCO training.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of students with SEN.

### Teachers

'Every teacher is a teacher of every child including those with SEN.'

- Devising strategies and identifying appropriate differentiated methods to enable all students to access the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring recommendations on One-Page Profiles are included in their planning for individual students.
- Monitoring progress of students with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to SENCO.

### Head of Bourne Student Support Centre

- To oversee the day to day operation of the Student Support Centre.
- Co-ordinating provision and interventions for Centre Students.
- Liaising with the BCC SENCO to co-ordinate strategies.
- Planning, overseeing and monitoring small group and one to one interventions for Centre students.
- Managing and reviewing data from student voice interviews.
- Managing and supporting TA's.
- Managing the deployment of TA's
- Managing and developing the roles of TA's.
- Liaising with parents regularly.
- Leading and organising annual reviews.
- Co-ordinating training and CPD for parents and staff.
- Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.

## Teaching Assistant

Teaching Assistants are line managed by the Head of Bourne Student Support Centre.

Their roles and responsibilities are:

- Support students with SEN/D and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against EHCP targets each lesson using appropriate forms.
- Assist with drawing up One-Page Profiles for students, as required
- Contribute to the progress reviews, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work 1:1 or in small groups with students with EHCPs.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

## Child Protection and Safeguarding

Designated Safeguarding Lead – Janet Murray Brown

Deputy Safeguarding Lead – Nikki Constable

Responsibility for meeting the medical needs of students - Janet Murray-Brown

## Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

For more information please refer to the following:  
Accessibility Plan – available on our website.



## Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If a parent wishes to complain about SEN provision or the SEN policy, they should raise it with the SENCO who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on the school website or on request from the school office.

## Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, neurodiversity and social circumstances. It is important that in this school we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

## Reviewing the policy

**Review date:**

January 2027