



Aspiration, Innovation, Motivation

Special Educational Needs Policy

October 2021



"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 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb
- 2013 SEND Code of Practice 0 – 25 (January 2015) Schools
- SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions
- April 2014 Children and Families Act 2014
- Safeguarding Policy 2019
- Duty to Promote Equality and Diversity 2021 (previously known as Accessibility Plan)
- Teachers Standards 2012
- Wellbeing Policy 2021
- Bourne Community College SEN Handbook for Staff 2021

This policy was written by the school SENCO in liaison with the Assistant Headteacher on 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 resourced provision for students with Education Health and Care Plans for social communication difficulties

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 they is the person who knows the child best.

Other enquiries can be addressed to:

SENCO: Adam Brazier abrazier@bourne.org.uk 01243 375691 ext 233

Head of BSSC: Cindy Kemp ckemp@bourne.org.uk 01243 375691 ext. 271

The SEN Governor for Bourne Community College: Jenny Clough.

Code of Practice January 2015

There is one school based category of need known as 'Special Education Needs Support'. All students are closely monitored, and their progress tracked each term. Those at Special Educational Needs Support are additionally tracked by the SENCO.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

We have students in all these categories of SEN.

We work closely with parents and students to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

All students benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all students at the level, which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEN.' In addition, we implement some focused interventions to target particular needs and skills.

We have high expectations of all our students.

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 they have 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.

Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

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, 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.

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 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)

Students with SEN are identified as part of the overall approach to monitoring progress of all students:

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 SENCO /Assistant Headteacher/ Leader of Year 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.

Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2015 Code of Practice, 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 and they are able to refer other students of concern to the SENCO.

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.

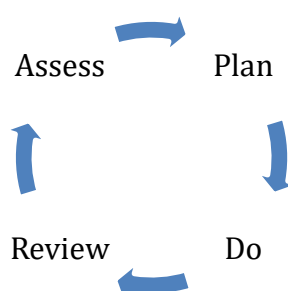
Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

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
- Being a Looked After Child (LAC)

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. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for students who have very special and long-term needs.

Wave 1: 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.

High quality teaching and pastoral support, differentiated 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 observation schedule to maintain standards. It also has termly Student Progress 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 out your child's understanding
- Adapt the classroom and the seating plan so that everyone can see and hear.
- Assess your child's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning.
- Change their lesson plans to accommodate student's strengths and weaknesses.
- Understand and talk with students who are shy, worried or angry; and include them in school life.
- Settle students whose behaviour is challenging

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 or moving.
- Use talking and questioning so that students are confident about writing.
- Strategies to help with writing e.g. word mats, mind maps, word banks.

At Bourne Community College, our teachers get advice from:

- Curriculum Leaders, Leaders of Year and Student Managers who share information about individual student's welfare, behaviour and learning with the SENCO.
- Outreach teachers from specialist schools and the Alternative Provision College.
- Visiting Speech and Language Therapists.
- The Educational Psychologist (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.
- Sussex Autism.
- Parent Partnership.
- The Bourne Student Support Centre Manager- Cindy Kemp.

Wave 2: targeted interventions

If a child is not making expected progress highlighted from our assessment processes then they may be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At Bourne Community College, we provide short-term, individual or small-group interventions for students who experience barriers to learning, and include:

- Speech and language groups run by trained Teaching Assistants, following plans provided by the Speech and Language Therapy team.
- Fine Motor Skills groups (for handwriting or to help students cut and draw.)
- 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 time.
- Transition Groups (for students moving into secondary) to develop confidence.
- Social Communication Groups
- Individual behaviour support.
- Emotional Support including ELSA.
- Counselling

At Wave 2, other things that the school does:

- Talk to the Educational Psychologist to get advice on strategies for teaching for individual students.
- Train teachers to work with additional adults in the classroom, train staff about different areas of SEN.
- Train staff to run interventions.

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 reviewing the interventions and at the Student Progress Meetings.

Statutory Assessment / Statements / Education, Health and Care Plans

If a student fails to make expected progress in spite of high quality, targeted support at School 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 (EHCNA). This may lead to the student being provided with an Education, Health and Care Plan (EHCP).

If the application for an EHCNA is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

The SENCO is responsible, on a daily basis, for overseeing and monitoring support for students with EHCPs.

Wave 3: Personalised interventions

At Wave 3 a child may have an EHCP. At Wave 3 the SENCO may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for the student. The programme will be carried out by additional adults or teachers who work at Bourne Community College. Examples of these programmes are:

- Intervention and support from specialist teachers of the deaf (as needed)
- Termly or twice termly visits from specialist teachers
- Assessment by an Educational Psychologist.
- A special and personal plan that meets the unique needs of the child.
- Speech and Language Therapist (SALT)
- Input from the Child and Adolescent Mental Health Service (CAMHs)
- Teacher from the Student Referral Service (APC)
- Occupational Therapist
- Medical professionals including Physiotherapists.
- Think Family Keyworker.
- Virtual School for Learning: Hampshire and West Sussex.
- Autism Sussex.
- Parent Partnership.

In addition to this, at Wave 3, Bourne Community College has a specialist provision for students with social communication needs. 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
- Extra 1:1 learning.
- Dedicated times each week to improve 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.
- Small group support.
- Targeted interventions for social skills, emotional literacy, motor skills and life skills.

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 Wave levels 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. Paperwork for TAs is continually reviewed and up dated to make sure it is fit for purpose and complies with the guidance in the SEN Code of Practice 2015. LSA's files are then monitored by the SENCO.

Some students at Wave 2 who continue to struggle with progress may either be put forward for Education, Health and Care Needs Assessment or Additional Funding from the LA.

Bourne Community College also employs Person Centred Reviews for their students with EHC Plans. A person centred review involves the student but is facilitated by an adult within the school setting rather than service led. It is essential that the student is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the student.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is,

as well as looking at what is difficult and not going well. This can then be addressed and results 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.

Out 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

All behaviour is a form of communication and whilst poor behaviour is not classified as a SEN, if a student shows consistent unwanted 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.

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.

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.

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

Supporting students and families

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

If a student is experiencing difficulties, parents will be informed either at parents' meetings (annually) or during other discussions to review the student's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a student has been identified as having 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.

Transition into and within school

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

- Additional meetings for the parents and student with the new teacher or Secondary SENCO.
- 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 School SENCO, our SENCO, Student Manager, BSSC manager (if appropriate) and Year 7 Leader of Year.

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

Exam Access Arrangements

The School's SENCO manage and oversee arrangements made for students to access exams and other assessments.

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 or at reception.
- 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 statements of special educational needs and Education Health and Care Plans.

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

All of our teachers are trained to work with students with SEN. Some are very experienced, and others less so, but 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 LA courses, provision of books or guidance towards useful websites.

Most of our staff have training which helps them to support students with communication difficulties. Some staff also have expertise and training on other areas or specific interventions. All Teaching Assistants work with students with SEN and disabilities.

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 BSSC Centre Manager also attend Area Planning and review meetings with other SENCOs and specialists from within the area. Bourne Community College is also a member of NASEN. We also have links with local Special Schools.

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 BSSC Centre Manager termly to discuss progress.

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 students with SEN.
- Managing the deployment of TA's
- Managing and developing the roles of TA's.
- 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 assess, plan, do, review that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring statement/EHCPs targets are considered in lessons.
- Monitoring progress of students with SEN.
- Be fully aware of the school's procedures for SEN.
- Raising individual concerns to SENCO.

BSSC Manager

- To oversee the day to day operation of the Student Support Centre.
- Co-ordinating provision and interventions for Centre Students.
- Liaising with the 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.
- 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 school SENCO or the BSSC Manager.

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 using record sheets.
- Assist with drawing up individual plans for students, as required
- Contribute to the review progress, 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 with students with EHCPs where this is outlined within the EHCP.
- 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

Assistants – Cindy Kemp, Charlie Colley, Helena Jewer, Yvonne Watkins, Alice Hardwick

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 or on request, from the school office.

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 the provision or the policy, they should, in the first instance, 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 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:

September 2022