

Special Educational Needs and Disabilities (SEND) Policy

Review Date: October 2023

Review by: Curriculum, Standards and Progress Committee

Final Approval: Full Governors

Context

The Core Values which specifically relate to this policy state that we are working together to form relationships based on:

- Compassion – everyone is encouraged to be generous in their concern for others
- Justice – everyone is entitled to be treated fairly and to promote the self-esteem of others
- Responsibility – everyone is expected to understand the consequences of their actions
- Truth – everyone is required to be honest and to communicate in a positive manner

Such values contribute to our common purpose of ‘striving for high quality education with a strong Christian ethos’ and, as such, underpin SEND procedures within the Academy

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

Introduction

At Bishop Stopford School, Our Intent states that every student should be given the opportunity to fulfil his/her unique potential (Appendix 1). We aim to provide the best care, support and guidance to ensure that students feel safe and can develop as successful learners and responsible citizens.

The academy is committed to the inclusion of all students in a broad and balanced curriculum. Where a student has an Education, Health and Care Plan (EHCP), the Local Authority will consult with the academy to ascertain whether or not it can meet the needs of the student as set out in the EHCP, and whether or not this is in line with the efficient education of other students. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

The needs of a minority of students require consideration beyond that given to others. We aim to identify these needs or respond to those which students may already have and provide equal opportunities in the teaching and learning environment which allows these students to reach their potential.

This policy complies with the following guidance and legislation:

- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010 Advice for schools updated May 2014 and all subsequent updates.
- Children and Families Act 2014
- SEND Code of Practice 0-25 (which takes account of the SEND provisions of the SEN and Disability Act 2001) January 2015 including updates due to Coronavirus April 2020
- Ofsted Section 5 Inspection Framework September 2019 and all subsequent updates.

This policy should be read in conjunction with the academy’s SEND Information Report 2020 – 21.

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Definitions

Disability: Described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all children and young people with a disability have SEN but often there is an overlap.

EHCP: Education, Health and Care Plan (EHCP). A child or young person with an EHCP requires a particularly high level of additional and specific support beyond that of their peers.

Higher Needs Funding: "Top Up" funding which schools can apply for to support students with a high level of SEND needs. If agreed, the cost is provided from funding held by the local authority in their high needs block and the school must use this funding for the identified, individual student.

Parent: Under Section 576 of the Education Act 1996, the term 'Parent' includes:

- All natural parents, whether they are married or not;
- Any person who, although not a natural parent, has parental responsibility for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after a child, irrespective of what their relationship is with a child.

Provision Map: the document which details SEND provision across the academy, and the progress data from any interventions which have taken place

Special Education Need and Disabilities (SEND): Definition from Section 20 of the *Children and Families Act 2014*

When a child or young person has special educational needs

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

(5) This section applies for the purposes of this Part.

Policy

The academy will

- Raise the aspirations of, and the expectations for, all students with SEND, enabling them to reach their unique potential
- Ensure that no action taken in the academy is discriminatory towards students with SEND

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Maintain effective relationships with parents of students with SEND, including through the provision of accessible information (Appendix 2)

- Liaise with primary schools to ensure transition of students with SEND to Bishop Stopford School is smooth and that their needs are met adequately
- Ensure that students joining Bishop Stopford School Sixth Form are given the opportunity to communicate regarding SEND, and that all areas are fully considered in planning to meet their needs.
- Offer quality first teaching to all students. (Additional intervention and support cannot compensate for a lack of good quality teaching.)
- Identify students with SEND using appropriate diagnostic tools to identify the bespoke action needed, rather than to fit a student into a pre-defined category.
- Ensure that other factors (eg EAL, medical need) do not automatically lead to a student being labelled as SEND.
- Deploy the SEND budget effectively, and apply for High Needs Funding where necessary
- Maintain accurate records and report on the progress of students with SEND in line with the whole school Assessment, Recording and Reporting Policy
- Maintain effective relationships with other stakeholders to ensure the outcomes of EHCPs meet the needs of the student.
- Maintain accurate information on the website including the SEND Information Report
- Provide appropriate training for teaching staff and teaching assistants
- Contribute to the development of the curriculum for those students whose programmes of study need modification
- Ensure that all legal requirements are met

Responsibilities

Governors

- To ratify the SEND policy
- To appoint a SEND link governor to have oversight of SEND provision
- To review performance and attendance data for SEND students Years 7 -13

The Headteacher and Senior Leadership Team

- To make strategic decisions which will maximise students' opportunities to learn
- To delegate the day-to-day implementation of this policy to the SENDCo
- To ensure the curriculum is designed to meet the needs of SEND students
- To ensure that targets set for SEND students are robust
- To monitor the progress of all SEND students and to review the impact of relevant interventions

Special Educational Needs and Disability Coordinator (SENDCo and Deputy SENDCo)

- To manage the Inclusion Team
- To ensure effective deployment of resources to maximise outcomes for all groups of learners
- To ensure the SLT is kept up to date with all relevant national guidelines and legislation relating to SEND
- To liaise with, and provide professional development on relevant issues to subject leaders, teachers and identified associate staff
- To oversee the records of all students with Special Educational Needs
- To implement a programme of Annual Review Meetings for all students with a statement of Special Educational Need or Transfer Review Meetings for statement conversions to Education Health and Care Plans
- To maintain and analyse the provision map, including evaluating the impact and effectiveness of all additional interventions for students

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- To carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected based on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a Special Educational Need which will require significant additional support
- To oversee the smooth running of transition arrangements and transfer of information for Year 6, Year 11 and Year 13 students
- To liaise and consult with parents and families of SEND students, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- To attend SEND training as appropriate
- To liaise with the SEND Governor, keeping him/her informed of current issues regarding provision for those identified, including students' with additional needs
- To liaise closely with a range of outside agencies to support students who could potentially become SEND
- To ensure the academy is compliant with national requirements regarding public SEND information (eg Production of annual SEND report, maintaining up to date designated information on the website)

Heads of Faculty

To monitor the progress of SEND students as a critical sub-group

Teachers

- To liaise with the SENDCo or Deputy SENDCo
- To use class profiles and the provision map to identify which students who may have additional needs
- To identify if SEND students are underachieving and seek support, where appropriate (identifying which students appear to require additional support and how to refer to the SENDCo)
- To secure outstanding provision and outstanding outcomes for all groups of learners by providing differentiated teaching and learning opportunities

Roles and responsibilities for Inclusion and SEND

Mrs Jacinta Bates: SEND Coordinator (SENDCo)

Mrs Bianca McGregor: Deputy SENDCo

Miss Olivia McGregor: SEND Administration Coordinator and initial contact for Inclusion Team

Mrs Clare Smith: Deputy Head – (line managing SENDCo)

Mr Richard Main: SEND Link Governor

Complaints

Any complaints relating to the support provision should be directed to the SENDCo or Deputy SENDCo. Complaints can be made by telephone, in writing or in person.

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Appendix 1

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate, numerate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Appendix 2

SEN Information Report

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