



Champion EDUCATION TRUST

SEND POLICY

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A family of Schools

SEND POLICY

Our Special Educational Needs Coordinator (SENCO) is Emma Bateman, who is responsible for:

- The day to day operation of the SEND Policy, coordinating provision for students with special educational needs, placed on the SEND register, working closely with staff, parents/carers and other agencies
- Liaising with parents and other professionals in respect of students with SEND
- Deployment of staff allocated from the SEND budget
- Advising and supporting other practitioners within the school
- Contributing to the CPD of staff
- Ensuring that appropriate targets are set and that relevant background information about students with SEND is collected, recorded and updated
- Monitoring the progress of SEND students and liaising with Directors of Learning (DoL's) to ensure all possible steps have been taken to try and maximise progress
- Liaising with external agencies including the LEA, Educational Psychologist, Health and Social Services and voluntary bodies

At Blackburn Central High School (BCHS) we are committed to meeting the special educational needs of students and ensuring they make progress.

OUR VISION

All students will achieve highly regardless of background or prior attainment, in a culture of high expectations and support.

Teaching aims to be the best it possibly can, meeting the needs of all students. Satisfactory teaching is not good enough if we want to accelerate progress and be outstanding.

High standards from all students is the expectation: behaviour, uniform, attendance and quality of work.

All of our teachers are encouraged and supported to develop and share their craft and improve their work. Always striving for improvement to become outstanding.

Our school sits at the heart of the community. We believe that strength of the partnership between all stakeholders is critical to success.

We believe every teacher is a teacher of every child including those with SEND. We:

- Enable each member of the school to achieve his or her full potential
- Encourage high standards of self-discipline, self-respect and self-realization
- Involve students as much as possible in the process of meeting their individual needs

AIM

In order to achieve our aims and, to ensure that children with special educational needs achieve their full potential and make progress, we have the following aims/objectives:

- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of students with SEND are identified and assessed as early as possible and their progress is closely monitored.
- Ensure that students participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEND students.
- Over the next 12 months out staff related targets will be to:
 - Ensure good working relationships with parents, carers and the community.
 - Ensure the school liaises with external stakeholders and partners effectively.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age...” (2014 Code of Practice 6:12)

In line with the SEND Code of Practice, we are committed to the early identification and intervention of children who may have SEND and recognise that children’s needs can fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

We undertake to identify the needs of ALL students from which specific difficulties or concerns may be identified, prompting further assessment and observation, which may then lead to the child being identified as having a SEND which will fall into one of the above categories.

It is not simply a case that slower than expected progress means that a child has SEND. There are a number of factors that might impact on progress and attainment but may not mean there is any SEND:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of Serviceman/Woman

SEND SUPPORT

In deciding whether a student requires SEND provision a 4 stage ASSESS – PLAN – DO – REVIEW process is followed. This assessment will also focus on:

- Other subject teachers’ assessments where relevant
- The individual’s development in comparison to their peers and national statistics
- The views and experience of parents
- Students own views
- Advice from external Support Services where relevant

This assessment will be reviewed regularly.

This will help ensure that support and intervention is closely matched to need, barriers to learning are identified and overcome and, that a clear picture of the interventions put in place and their effect is developed.

In some cases, professionals from Health and Social Services may already be involved and these professionals should liaise with school to help inform the assessments.

Brief details of this assessment will be entered onto the schools information system – SIMS.

Plan

- If it is decided to provide a student with SEND support, the parents MUST be formally notified, although parents should already have been involved in the ASSESS stage.
- The SENCO in consultation with parents, will agree the adjustments, interventions and support to be put in place, as well as the expected impact or progress, development or behaviour, along with a clear date for review.
- All staff working with the student will be made aware of their needs, the desired outcomes, the support provided and any teaching strategies or approaches that are required
- Brief details of the PLAN stage will be entered on the schools information system – SIMS
- Details of the plan are also detailed in “Pupil Passports” held by each child with identified SEND.

- This will contain clear outcomes, timescales, review date, etc.
- Subject teachers are responsible for evidencing progress according to the outcomes described in the Plan.

Do

- Class/subject teachers are responsible for working with SEND children on a daily basis.
- Where planned interventions involve group or 1-1 teaching away from the Main class/subject teacher, they will still retain responsibility for the student.
- They will work closely with any LSA's or specialist staff involved to plan assess the impact of support and interventions.
- The SENCO is available to support subject teachers in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed.
- The SENCO will then revise support in light of the students' progress and development, deciding on any changes to the support and outcomes in consultation with the parents and students.

A GRADUATED APPROACH TO SEND SUPPORT

This section sets out how we will identify and manage children and young people with SEND.

Once potential new entrants are identified, the transition team will visit all feeder primaries to gather information about ALL children. In addition, the SENCO will visit primary SENCO to obtain both quantitative and qualitative information about the children identified as having SENDs.

The SENCO or Pastoral Manager will attend all relevant review meetings.

On their induction days, year 6 children are tested for reading and numeracy to establish a baseline and allowing for early analysis of their ability to take place so that literacy and numeracy intervention groups can be formed ready for a September start.

On Entry

School endeavours to maintain existing provision for students with known Special Educational Needs, subject to a reassessment of need.

Any children who did not complete baseline Reading and Numeracy testing will complete these. Primary school records are also consulted.

Based on this data, additional support is given if required. This might be in the form of in-class support, withdrawal groups, placement in a Nurture group or setting of targets in Pupil Passports.

Class Teachers

Class and subject teachers, supported by the senior leadership team should make regular assessments of progress for all students.

They should seek to identify students making less than expected progress given their age and circumstances.

This could show up as progress that:

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

High Quality Teaching

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 targeted at their area of weakness should be the first response to slower than expected progress. Additional support and intervention cannot compensate for a lack of good quality teaching.

The quality of teaching for all students is rigorously monitored, this includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable students and their knowledge of SEND.

EXITING THE SEND REGISTER

If, after progress has been reviewed, it is decided that the gap between expected and actual progress has been narrowed enough for the student to no longer need provision that is “*in addition to and different from*” then the SENCO in consultation with teachers, the student and parents will remove the student from the SEND register and be placed On-Watch. After another 6 months if the student is still making satisfactory progress they will be officially removed from the SEND register.

SUPPORTING STUDENTS AND FAMILIES

- Details of what resources are available to support students with Special Educational Needs can be found in the LA’s local offer <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>
- Our SEND information Report can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>
- Children are admitted to BCHS regardless of special need, in line with the schools admission policy which can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>
- Students with identified SEND are assessed to see whether they qualify for access arrangements so that they can fully access exams and other assessments. The exams officer in consultation with the SENCO is responsible for this.
- The school’s policy for managing the medical conditions of students can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that students at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children 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 may also have Special Educational Needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND COP (2014) is followed.

The schools policy for supporting students at school with medical conditions can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

MONITORING AND EVALUATION OF SEND

The progress of all of our students is carefully and regularly monitored through lesson observations, learning walks, assessments and reporting. The progress of SEND students is reported to governors three times a year.

TRAINING AND RESOURCES

- Our staff receive delegated SEND funding from the local authority.
- Staff training needs are identified by an appraisal process, the results of which are analysed to identify training needs.
- All staff are encouraged to undertake training and development.

- All staff receive induction on taking up post, on SEND with the SENCO.
- The school's SENCO regularly attends the local authority SENCO network meetings in order to keep up to date with local and national updates in SEND.
- School has membership of NASEN in order to keep updated with all the latest news and developments in relation to SEND.

ROLES AND RESPONSIBILITIES

- Our SEND Governor is Mrs Susan Aldred.
- 21 teaching assistants work in a variety of support roles in and out of the classroom to help students achieve to their full potential. They are line managed by the SENCO – Emma Bateman.
- The Access Provision lead is Mr Tiarnan Hamill and they are responsible for co-ordinating the provision of the students who attend the Access Provision room on a full or part time basis.
- The designated teacher with specific safeguarding responsibility is Miss Melanie Kelsall.
- The member of staff responsible for managing Pupil Premium is Mrs Kate Bowker and for LAC is Mrs Caroline Sillitoe.
- The member of staff for managing the schools responsibility for meeting the medical needs of students is Mrs Emma Bateman.

STORING AND MANAGING INFORMATION

SEND documents (hardcopies) are stored in the SEND office. They are kept in line with the schools policy on information management.

REVIEWING THE POLICY

This policy will be reviewed annually.

ACCESSIBILITY

The building has been purpose built to meet the needs of every student, our Accessibility Policy and Plan can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

DEALING WITH COMPLAINTS

If a parent/carer is unhappy with the provision provided for their child regarding an SEND need, then in the first instance the SENCO can be contacted and a meeting would be arranged. The SENCO will always endeavour to resolve concerns and complaints quickly and successfully. For more detailed information regarding our complaints procedure please see the policy below.

School policy for dealing with complaints can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

BULLYING

School policy on anti-bullying can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>