

Benfield School

SEN, Disability and Inclusion Policy

Rationale:

At **Benfield School** every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Benfield School is committed to providing an appropriate and high quality education to everyone within its community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Objectives:

- To ensure equality of provision for young people with special educational needs and disabilities (SEN).
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable young people with SEN to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Roles and Responsibilities:

We have a Special Educational Needs Coordinator (SENCO), Amy Anderson, who is responsible for ensuring all Benfield students are fully included in all aspects of school life. We have a Deputy SENCO, Lauren Lamb, who is responsible for additional needs at Key Stage 3.

Our SENCO will:

- manage the day-to-day operation of the policy
- co-ordinate the provision for pupils with SEN and disabilities
- maintain the SEN list and regularly update the SEN provision map

- maintain resources and specific interventions to ensure appropriate provision is made
- track progress using school-based and statutory assessment data
- complete referrals to outside agencies when required
- complete relevant documentation required for additional funding for pupils at School Support, those with Top-up Funding and High Needs Funding
- support and advise colleagues
- monitor and evaluate the SEN provision and report to the governing body
- act as a link with outside agencies
- liaise with the Designated Teacher where a looked after pupil has SEN
- advise on the graduated approach to providing SEN support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEN
- liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations
- ensure that the school keeps the records of all pupils with SEN up to date

Our SENCO, who has achieved the National Award for SEN Co-ordination, will line-manage our Additionally Resourced Centre (ARC) for physical/medical disabilities, and the Cherrywood Centre, our Additionally Resourced Provision (ARP) for Social Communication (Autism) Difficulties (ASD).

The governor responsible for SEND and Inclusion is: ???????

Our Administrative Assistant, Vicky Armstrong completes all department administrative tasks including record keeping, correspondence, telephone and email enquiries, and messages from parents/carers. She has an open door to support any student or member of staff who comes to the Learning Support Department with a query or difficulty.

Specialised Provision:

Benfield School has two Additionally Resourced Provisions for young people with:

1. Physical/Medical Disability
2. Social Communication (Autism) Difficulties

Access to Facilities and Provision:

Disabled toilets with shower, lifts, hoists, secure storage for medicines, bedroom, physiotherapy room, Stairmate emergency evacuation ramps and disability sports equipment.

The Cherrywood Centre: a dedicated base for students with autism. Places are allocated via the Local Authority Referral Process.

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for special educational needs provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. The SEN provision map specifies the cost of support for those children at School Support and Top-up funding level of provision.

Identification, Assessment and Review Arrangements:

SEN support – a four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school.

Assess

Subject teachers, support staff and the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

Do

Subject teachers will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SEN staff on target setting day and subject progress day. Additional reviews will be arranged according to need. Subject teachers, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and

Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

Additional Top-Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the SEN information document and the Accessibility Plan.

SEN information document

This report can be found on the school website. It outlines the provision Benfield School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Benfield School follows this graduated approach of action and intervention as outlined in the Code of Practice (2014).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map is completed annually and outlines all SEN support.

At School Support the needs of young people are recorded on the SEN List and met in the classroom by teachers with additional LSA support in lower sets. Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff a review meeting is called to address the difficulties.

At School Support Plus each young person is provided with a key worker who meets with their key students once per half term or more frequently, according to need. They liaise with staff and parents/carers, set and review Learning Passport targets and support their key students through the review process. At this stage, there may be involvement of outside agencies. Individual and small group interventions are planned with the SENCO and any relevant outside agencies. Targets are reviewed with parents/carers at SEN review meetings. The meetings are chaired by the SENCO.

Those children with Top-up Funding or who have undergone statutory assessment for their high needs and have an Education Health Care Plan (EHC plan), have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at SEN review meetings. The meetings are chaired by the SENCO.

Transition Arrangements

Transition is carefully planned in order to ensure successful transition to Benfield School and on to higher or further education, supported employment or apprenticeships. Pupils and parents/carers will be fully involved in the planning for the transfer to the new

setting. Key information about SEN provision will be shared with the college /setting through the review process. Preparation for adulthood, including further education, employment, independent living, health and community participation will be carefully managed by SEN staff.

Access to the Curriculum:

In Benfield School a broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the week young people with SEN are taught with their peers in mainstream classes. However, in order to maximise learning, some young people are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs. Young people with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

Exam Access Arrangements

In Benfield School we identified pupils in year 9 for learning difficulties- which may require the use of reasonable adjustments or examination access arrangements. Pupils who require support are allocated support on the basis of need particular to the examination they are taking and in accordance with the JCQ regulations.

Pupil Voice:

At Benfield School the views of all pupils are valued. All young people with SEN are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. They are also supported to prepare a Young Person's Learning Passport and/or a pupil's views form to enable them to participate fully in their review meetings.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all pupils.
- Assessment records that illustrate progress over time – e.g. reading ages,
- pre and post assessments for those children who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and children
- Regular meetings between SENCO and senior leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions.

Partnership with Parents/Carers:

Benfield School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained

to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings.

The Pastoral Team are proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. They attend and contribute to Code of Practice review meetings. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Staff Development:

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training e.g. behaviour management strategies for lunch time supervisors and the social and emotional aspects of learning (SEAL) training for all staff.

Newly qualified teachers are offered support and in school training by the SENCO and new members of the Learning Support Department are inducted and trained by the Learning Support Team Leader.

Links with external services:

Links with a range of external services are well established. Regular multi agency meetings take place involving colleagues from the following services - Educational Psychology, School Health, SEN Teaching and Support Service, Pediatric Therapy Services and, when appropriate, Social Services and Looked After Children Team.

Medical Conditions

Benfield School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. Benfield School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Pupils are supervised to take medication in school by appropriately trained SEN staff.

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher attempts to resolve matters, then if required the SENCO and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

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