



SENDCO: Ms Andrea Perry

Compliance

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE February 2013
 - SEND Code of Practice 0-25 (Jan 2015)
 - Keeping Children Safe in Education (Sept 2018)
 - Schools SEN Information Report Regulations (2014)
 - Statutory Guidance: Supporting Pupils at School with Medical Conditions (April 2014)
 - Teachers Standards 2012 / 2018.
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1. Vision

The staff and trustees believe in “working together to achieve our personal best” and endeavour to ensure that all SEND learners achieve their full potential, are fully included in the community and are given every opportunity to make a successful transition to adulthood.

1.2 Aims of Biddulph High School’s SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To take in account the views of students with special educational needs.
- To implement a graduated approach to meeting the needs of students using the “Assess, Plan, Do, Review” Process.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions with full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To have a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To employ a collaborative approach with SEND learners, their families, staff within school, other external agencies including Health and Social Care.

- Develop a culture of inclusion valuing high quality first teaching for all learners, with teachers using a range of effective differentiation methods.
 - Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the family and student through a “person centred approach”.
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1.3 What are special educational needs?

“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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” Code of Practice 2014.

We regard students as having a Special Educational Need if they:

- Have a significant greater difficulty in learning than the majority of children the same age
- If they have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for children the same age within the local authority
- The Equality Act 2010: Advice for schools (2014, 4.4) defines disability as “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

Areas of Special Educational Need:

- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Communication and interaction
- Sensory and/or Physical.

1. Cognition and learning:

- Students with learning needs may learn at a slower pace than other children and may have difficulties developing literacy and numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.
- Cognition and learning includes:
 - Specific Learning Difficulties (SPLD)
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD).

2. Social, Emotional and Mental Health Difficulties (SEMH):

- Students may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Social, emotional and mental health difficulties can include:
 - Attention Deficit Disorder (ADD)
 - Attention, Deficit, Hyperactivity Disorder (ADHD)
 - Attachment Disorder
 - Oppositional Defiant Disorder (ODD).

3. Communication and Interaction needs:

- a. Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.
- b. Communication and interaction needs include:
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD), including Asperger Syndrome.

4. Sensory and/or Physical Needs:

- a. Some children require a special educational provision because they have a sensory and/or physical disability or impairment. These difficulties can be age related and may fluctuate over time.
- b. Sensory and/or physical needs include:
 - Visual impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Physical Disability (PD).

1.4 How does our school know if children need extra help?

- We know when students need help if:
 - Concerns are raised by parents/carers, teachers, or the student’s previous school
 - Tracking of students indicate a lack of progress
 - Student observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
 - A student asks for support.

1.5 Graduated response to supporting students

- The progress made by students all students is regularly monitored and reviewed. Initial concerns raised by teachers, parents/carers, students themselves or other agencies are addressed by differentiation and strategies employed as part of everyday planning for teaching and learning.
- All students will be provided with high first quality teaching that is differentiated to meet the diverse needs of all learners. **WAVE 1 of support**
- Students with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the SENDCo, external agencies and other relevant staff
 2. ongoing assessment of progress made by student in specific intervention groups
 3. teacher meetings with the SENDCo
 4. student and parent feedback when reviewing student’s progress
 5. whole school student progress tracking
 6. attendance and behaviour records
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and students’ attainments to meet these targets are tracked using the whole school tracking system.
- Students who are not making expected levels of progress are identified very quickly and action is taken to support them.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.

- An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. Parents will be contacted to discuss the support and the identification of action to improve outcomes.
- If review of the action taken indicates that “additional to and different from” **WAVE 2** support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- In some cases, assessment will be undertaken by the SEND team to identify needs and support. These may or may not lead to a student being placed on the Special Education Needs register depending on student outcomes. When considering whether a student has special educational need any of the following indicators, maybe evident:
 - Early identification through transition work with primary schools
 - Analysis of CATs, SATs and other assessment results
 - Referral to the Learning Support Service – SENESS
 - Little or no progress even when teaching approaches are targeted specifically at a student’s identified weakness
 - Difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
 - Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
 - Communication and / or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum
 - Emotional, social or mental health difficulties which substantially and regularly interfere with the student’s own learning or that of the class despite having an individualised support or care plan
 - SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service or agency
 - Communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed regularly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (SENDSS)
Where there is availability we have access to the following services. This list is not exhaustive and service provision is not always guaranteed:
 2. Behaviour Support Service
 3. Dyslexia Centres
 4. Autism Outreach Team
 5. Hearing Impairment team
 6. Visual Impairment team
 7. Educational Psychologist Service
 8. Local Support Team
 9. Physical and disability support service
 10. Social Services
 11. School Nurse
 12. CAMHS (Child & Adolescent Mental Health Service)
 13. MIND
 14. CHANGES
 15. T3
 16. Autism Outreach

- 17.CEIAG Progression Mentor
- 18.Occupational Therapist
- 19.Visyon Counselling Service
- 20.Biddulph Youth and Community Zone.

- For a very small percentage of students, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For students who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- The SENDCo reports to trustees to inform them about the progress of students with SEND. This report is an overview of the group and does not refer to individuals; confidentiality is maintained at all times. The trustees agree priorities for spending within the SEND budget so that all children receive the support they need in order to progress.

Exit Criteria

- When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring additional SEN support. At this point, through discussion and agreement with parents/carers the student is removed from the SEND register.
 - Following transition to High school, a letter is sent home to parents and carers to update information on the SEND register and to ensure the information recorded is correct.
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1.6 Statutory Assessment of SEND needs (EHCP)

- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, the school in discussion and agreement with the parents/carers will consider requesting an Education, Health and Care (EHC) needs assessment. The evidence recorded and collated of all SEND provision made through the cycle of 'Assess, Plan, Do, Review' helps to support the Local Authority in determining whether a statutory assessment of needs is required.
 - Where a student has an Education, Health and Care (EHC) Plan put in place following the statutory assessment process, the school will have due regard to their statutory responsibilities in relation to the special educational provision laid out in the plan. The school will work in collaboration with the Local Authority to ensure that all recommendations in the plan are implemented and that the EHC Plan is formally reviewed once per year in collaboration with the LA, student and parent as part of a person centred review.
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1.7 How will the curriculum be matched to my child's needs?

- Intensive transition support begins in Year 8 for all students who have additional needs and require specific support. Our pathway structure also allows students' curriculum to be tailored to suit their needs as they move from Key Stage 3 to Key Stage 4 and from Key Stage 4 to Key Stage 5.
 - When a student has been identified as having additional needs, their work will be further differentiated by the class teacher to work towards removing barriers to learning and enable them to access the curriculum more easily. Where applicable they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
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1.8 How will I know how my child is doing?

- Each student's progress will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find the school planner a useful tool to use to communicate with

school staff. We operate a keyworker role as well for those who have additional support, they should communicate issues or support offered with the parents or carers.

- Parents are welcome to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or Head of Year. Please contact the school office if you wish to arrange an appointment.
 - In line with the Code of Practice 2015 the school adopts a 'person centred approach' to the planning of provision for students with SEND. The young person's views and that of parents/carers is vital to the planning of SEND provision and they will be consulted at every stage of planning for SEND support in addition to the monitoring and evaluating the effectiveness of that support.
 - Where necessary, you will be invited to a termly meeting with the SENDCo to discuss your child's progress and plan the next steps.
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1.9 Funding

- Funding for SEND provision in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their SEND students from the school budget. Where a student requires an exceptionally high level of support that incurs a greater expense they will be in receipt of 'top up' funding which is paid from the Local Authority into the school's budget.

Personal Budgets

- Personal Budgets are only available to students with an Education, Health and Care Plan (EHC Plan). Funding can be made available to parents/carers as a personal budget for them to commission their own SEND provision for their child under certain conditions. Parents/carers who would like to enquire about using the personal budget facility should speak in the first instance to the school SENCO of the Local Authority.
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2.0 Roles and Responsibilities

- Provision for students with special educational needs is a matter for the school as a whole. In addition to the Trustees, Headteacher and SENCO all members of staff have important responsibilities with regard to the provision and support for SEND students.
- The Trustee Board follows the guidelines as laid down in the SEND Code of Practice 2015 to:
 - Use their best endeavours to make sure that a child with SEND gets the support they need -this means doing everything they can to meet children and young people's Special Educational Needs
 - Ensure that students with SEND engage in the activities of the wider school alongside those students who have no special educational need or disability
 - Designate a qualified teacher to be responsible for co-ordinating SEND provision – the SEND Co-ordinator (SENCO)
 - Inform parents/carers when they are making special educational provision for a young person
 - Prepare a SEND Information Report and publish on the school website.

Headteacher

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with SEND. The Headteacher works closely with the school SENCO (who is also a member of the Senior Leadership Team) and the Trustee with responsibility for SEND provision.

SENDCo

- In collaboration with the SEND Trustee, Headteacher and Senior Leadership Team the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.
- The SENDCO takes day-to-day responsibility for the implementation of the SEND policy and with support from Teaching Assistants co-ordinates the provision for individual students, working closely with staff, parents/carers, students and external agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high quality teaching for students with SEND.
- The principle responsibilities of the SENDCO include:

- Overseeing the day to day implementation of the SEND policy
- Co-ordinating provision for SEND students and reporting on their progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school’s delegated SEND budget and other resources to meet students’ needs effectively
- Planning, monitoring and evaluating SEND training for staff
- Overseeing the records of all SEND students and ensuring they are maintained accurately and are kept up to date
- Liaising with parents/carers of SEND students
- Being the main point of contact for external support services and agencies.
- Being the main point of contact for the Local Authority with regard to SEND provision and students with EHC Plans
- Liaising with other schools, FE providers and training providers to ensure transitions for SEND students are planned well and implemented effectively
- Monitoring and evaluating the impact of interventions provided for students with SEND
- Providing relevant information on the individual needs of SEND students to ensure that teachers can plan appropriate in class support for mainstream provision
- To lead on the strategic development of high quality SEND provision as an integral part of the school development plan
- Ensuring that the school meets its statutory obligations under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Teaching Assistants:

- The school employs a team of Teaching Assistants with a range of qualifications, skills and experiences. Teaching Assistants may provide support using the following strategies:
 - support to students in class and during the day to facilitate and maximize inclusion on the life of the school
 - Track and monitor tailored intervention and the impact
 - coordinate literacy, numeracy and social skills and feed back to class teacher, Head of Curriculum Area and SENDCO where appropriate
 - provide support / clubs / activities to promote participation and independence. These include pre-school, lunchtime and after school support sessions
 - Liaise with parents/carers through student planners, telephone communication an emails
 - Work with teachers and students to set targets and review targets termly through student passports
 - Differentiate teaching and learning activities where appropriate
 - Support students in examinations with Access Arrangements
 - Attend or contribute to Annual Reviews and other meetings
 - Provide support to students throughout the day and support organization for the day in form time
 - Provide support to specific departments in school when requested
 - Work collaboratively with the Speech and Language Therapist and Educational Psychologist to deliver specific support to students.

All Teaching and Non-Teaching Staff:

- All staff need to be aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- Teaching staff must adhere to the relevant Teacher Standards with provision made for SEND students as follows:
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development

- Have a clear understanding of the needs of all students, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them
 - Develop effective professional relationships with colleagues, knowing how and when to draw on specialist advice and support
 - Deploy support staff effectively. Teaching assistants and class teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review).
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2.1 What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for students. These include:
 - An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
 - Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups
 - Students who find outside class times difficult are provided, where applicable, with alternative small group opportunities within the school.

Students with medical needs

- Students with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the student themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting Students at School with Medical Conditions (DfE) 2014.

What training do the staff supporting children and young people with SEND undertake?

- Training to support staff and teachers is provided where a training need is identified. All staff receive regular training regarding:
 - Anaphylaxis
 - Asthma
 - Autism
 - Epilepsy
 - EpiPen use
 - Hearing Impairment
 - Every year, all staff receive Level 1 Safeguarding and Promoting the Welfare of Children Training.

How will my child be included in activities outside the classroom including school trips?

- All students have access to activities outside the classroom including school trips where appropriate. Parents are informed of activities and school trip(s) via letter and are individually contacted where further discussion or planning is required with the relevant member(s) of staff.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How will the school prepare and support my child when joining or transferring to a new school?

- Intensive transition support is provided across all key stages throughout the year including regular liaison with middle schools. A number of strategies are in place to enable effective student's transition. Calendared support also includes (this list is not exhaustive):
 - Taster day programme in the summer term
 - New intake day and evening and A-Z transition day
 - Visits and workshops at the middle schools
 - Coffee mornings for parents
 - A planned programme of visits is provided in the summer term for students starting in September. If the student needs more support for transitioning to Biddulph High School, we will endeavour to put into place a transition provision which is tailored to meet the individual need

- The SENDCo or Head of Year will liaise with parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEND budget: The Student Premium funding for students who meet certain criteria. In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:
 - In-class support from teaching assistants
 - Small group support from teaching assistants e.g. literacy and numeracy support
 - Specialist support from teachers e.g. 1:1 tuition (Personalised Learning Centre)
 - Provision of specialist resources e.g. assessment software
 - CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

- For students with SEND but without an Education Health and Care plan, the decision regarding the support required will be decided once the assess, plan do and review model has been completed. For students with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

- This may be through:
 - discussions with the class teacher, SENDCo, Head of Year or Leadership Group member
 - during Parents' Evenings/Coffee Mornings.

Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:
 - Your child's progress tutor/Head of Curriculum Area
 - Head of Year
 - The SENDCo.

Support services for parents of students with SEND include:

- Parent Partnership
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk
- Parent In The Know newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

What should I do if I think my child may have special educational needs?

- If you have concerns, then please firstly discuss these with your child's teacher/subject teacher/progress tutor. This may result in a referral to the school SENDCo, Ms A Perry, who can be contacted at:
Biddulph High School, Conway Road, Knypersley, Stoke-on-Trent, Staffordshire Moorlands, ST8 7AR
Tel: 01782 523977 or Email: office@biddulphhigh.co.uk
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Further details on any aspect of this policy and its implementation can be obtained from the academy.	
REVIEWED	: SPRING 2019
REVIEW DATE	: SPRING 2021
Mrs E Robinson, Chair of Trustees	:
Date	:
Mr S P Ascroft, Headteacher	:
Date	:
“Working together to achieve our personal best”	