

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

SPECIAL EDUCATIONAL NEEDS POLICY

WRITTEN BY:	SENDCO
DATE FIRST RATIFIED BY GOVERNORS: (REVIEWED ANNUALLY)	January 2018
DATE OF NEXT REVIEW:	September 2024

**Community, Compassion, Forgiveness, Friendship,
Thanksgiving, Trust**

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Vision Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

We aim to "not love in word or talk, but in deed and in truth" (1 JOHN 3:18)

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1. AIMS

At Archbishop Blanch School we aim to create an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

3. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

It is important to consider what is not SEN but may impact on progress and attainment:

- 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
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCO

Name of SENDCO: Mrs K Graham

National Award for SEN Coordination (NASCO) Status: Awarded November, 2018

Assistant SENDCO: Mrs H Hurt

Contact Details of SENDCO: 0151 330 5151 Email admin@blanch.org.uk

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
 - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
 - 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
 - Be the point of contact for external agencies, especially the local authority and its support services
 - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
 - Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor: Mrs A Brooksbank admin@blanch.org.uk

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through the provision of High Quality teaching.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and other school leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN identification and provision- the Graduated Approach

5.1 The kinds of SEN that are provided for

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs; our school currently provides additional and/or different provision for a range of needs in each of these categories, including:

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including Attention Deficit Hyper-activity Disorder, (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A pupil profile containing this information will be added to the pupil's record and shared with their parents and pupil, unless this is not appropriate after consultation with staff and parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant

Once a pupil is identified as having SEN, a pupil profile is written to outline the nature of the SEN and how it impacts on the student's learning, as well as outlining ways in which teaching staff, parents and the students themselves can support their learning and progress. These profiles are written in consultation with the pupils and parents.

All pupils' progress is reviewed termly. Provision for pupils with SEN will be reviewed in line with the Assess-Plan-Do-Review Cycle. Progress and provision will be reviewed at these times and altered accordingly, if required, to support progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where possible and appropriate, pupils will have an induction in the school or new setting.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. This Graduated Approach is represented in the LA/SIL Graduated Approach windscreen (appendix).

We provide the following interventions as appropriate to support progress, including, but not limited to, literacy and numeracy interventions, social stories, and paired reading, spelling and phonic interventions.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 or small group work, teaching style, content of the lesson, etc.

- Modified curriculum to include entry level qualifications, Prince's Trust or ASDAN as appropriate. A small number of pupils may benefit from our Stage not Age provision, which provides a substantially adapted curriculum in a small group setting for students who cannot access the secondary curriculum.
- Adapting our resources and staffing
 - Using recommended aids and assisted technology, such as laptops, coloured overlays, visual timetables, larger font and computer readers.
 - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - Our arrangements for examination and assessment access is the responsibility of the SENDCO and the Examinations Officer and is in line with JCQ (Joint Council for Qualifications) procedures.

5.8 Additional support for learning

We have multiple teaching assistants and HLTAs who are trained to deliver interventions such as Catch-Up Literacy and Numeracy, Social Stories and emotional literacy

Teaching assistants will support pupils on a 1:1 basis when their EHC plan outlines this level of support and is reflective of a secondary setting or it is identified as reasonable and necessary, through consultation with parents, pupils and teaching staff, to support progress due to cognitive and/or physical needs.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Sensory Services
- SENNIS
- Physical therapists
- SALT (Speech and Language Therapy)
- CAMHS
- YPAS
- ADHD Foundation
- In-school counsellors

5.9 Training of staff

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The school's SENDCO, or assistant, regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND.. The school also has membership in NASEN (National Association of Special Educational Needs) and the ADHD Foundation to support training and CPD (Continuing Professional Development) and stay abreast of developments with SEN.

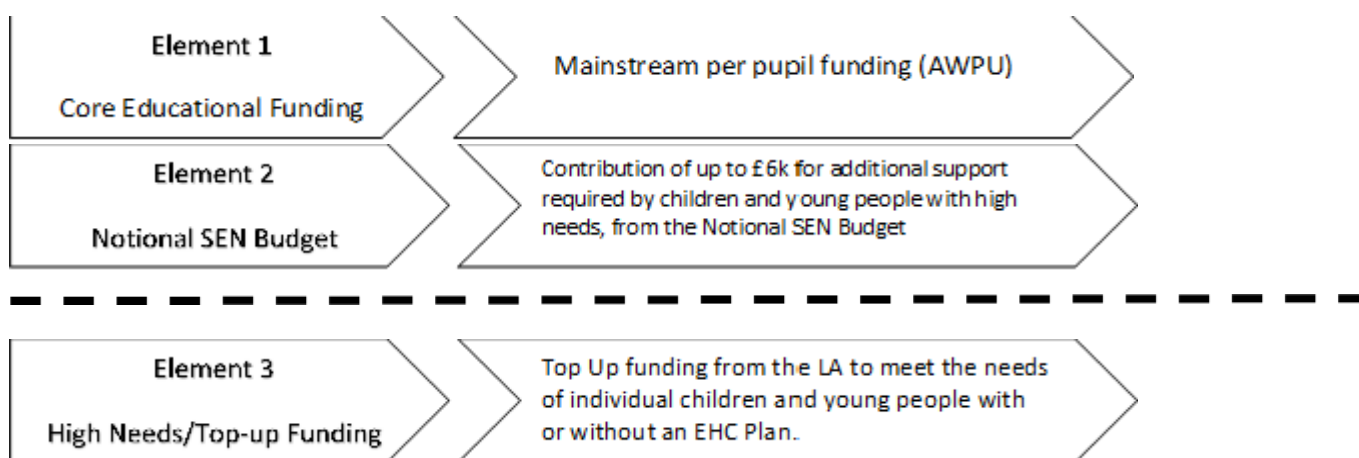
As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENDCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Archbishop Blanch School these include:

- The SEN Governor meets with the SENDCO termly and monitors the progress of pupils/students with SEN.
- The school employs teaching assistants who carry out a range of roles across the school including catch-up literacy and numeracy programmes, meeting the physical needs of students and delivering social stories and are line managed by the SENDCO or relevant middle leader and work closely with the class/subject teachers to support pupils.
- The Designated Safeguarding Lead
- The Designated Teacher for Looked After Children

5.10 Securing equipment and facilities

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



5.11 Evaluating the effectiveness of SEN provision

Archbishop Blanch School regularly and carefully monitors and evaluates the quality of provision offered to all pupils including those with SEN. This is done through regular, calendared Learning Review Cycles which include work scrutinies, learning walks, pupil voice and data analysis. This embeds a process of continual review and improvement and links to departmental action plans and self-evaluation forms. Analysis of pupils' attainment and progress provide detailed evidence relating to the progress of pupils with SEN over time and against national data. Annual reviews are help for pupils with EHC plans. The impact of interventions is monitored and adjusted accordingly through the use of provision maps.

The Governing body appoints a SEN link governor who promotes and monitors the provision for SEN by meeting regularly with the SENDCO, assisting in learning walks and reporting to the full governing body.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum (both academic and extra-curricular)
- The physical environment
- The provision of information sharing and communication

This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy, which can be found on the school's website.

5.16 The local authority local offer and support services for parents of pupils with SEN

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated annually. We guide parents towards the LA Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies, which can be found in the SEN Information Report.
- Our arrangements for examination and assessment access. This is the responsibility of the SENDCO and the Examinations Officer and is in line with JCQ procedures.
- Our transition arrangements either into year 7, sixth form or into further education, apprenticeship or employment.

6. MONITORING ARRANGEMENTS

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEN Policy reflects our current working. It will be approved by the governing board.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Child Protection Policy
- Supporting Medical Conditions Policy
- Mental Health Policy
- PSHE (including RSE) policy
- Intimate Care Policy