



BEECHEN CLIFF

SEN POLICY

Beechen Cliff supports the concept of Special Needs, as defined in Government Legislation (Children and Families Act 2014; The Special Educational Needs and Disability Regulations 2014.)

Pupils with Special Educational Needs (SEN) have a difficulty (learning, physical, medical or emotional) which causes them to have significantly greater difficulty in learning than the majority of pupils of the same age.

Many pupils who have SEN may have a disability as defined under the Equality Act 2010: '.... 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.' This definition includes sensory impairments and long term health conditions. Pupils with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN.

The SEN Department is committed to Inclusive Practice. Our goal is for all children with SEN and/or a disability to achieve their potential and to reduce the gaps in average attainment between different groups of pupils. This is in line with the vision for Teaching and Learning in 2020. We promote a structured and responsive approach to each child's learning, so that all pupils are able to participate, progress and achieve. We believe that pupils should not only be supported academically and socially in their school community but also prepared for the time when they will take their place as adults in a diverse and multicultural society. The SEND Code of Practice 2014 states that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life.'

Responsibilities

The named person responsible for coordinating provision for pupils with Special Educational Needs and/or disabilities (SEND) is Penny McGee (SENCO.) The Link Governor, Mrs Jaq Brewer, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at governing body meetings.

The SENCO manages a team of Teaching Assistants who support pupils through a range of provisions. A number of our Teaching Assistants have Higher Level Teaching Assistant (HLTA) status. We have a Maths teacher who works within the SEN Dept, and a teacher of English as an Additional Language who works closely with the Dept.

Identification of pupils with SEND

Early identification of SEND is essential in order to enable pupils to achieve their potential.

Many pupils with SEND will have been identified during the primary school phase. We liaise closely with the primary schools in order to gain a picture of need and provision for individual pupils.

From Year 7, a continuum of support is provided based on the following information:

- Information received by the SENCO and Heads of House during transition meetings from KS2 to KS3
- National Curriculum SATS and Teacher Assessment levels
- Cognitive Abilities Tests (CATS) taken by all pupils on entry to Years 7-11
- Issues/concerns raised by parents and/or staff

It is recognised that a need may be identified at any point during a pupil's education. The SEN Dept aims to make appropriate provision for such pupils as soon as resources are available.

Provision

It is recognised that high quality teaching, appropriately differentiated, is the first step in responding to the needs of pupils, and as such, 'every teacher is a teacher of SEN.'

Pupils who need SEN provision over and above 'provision for all', are supported through a graduated response. Provision may be through one or more of the following:

- One to one/small group intervention working on structured programmes. Interventions include: literacy, language and communication, numeracy, social skills, study skills. Intervention may take place during registration time, so that lessons are not missed. Pupils who require a higher level of

support are withdrawn from one or more lesson per week in agreement with parents and subject teachers.

- In Year 8 and 9, some pupils study additional literacy and study skills instead of learning two Modern Foreign Languages.
- In Year 10 and 11, some pupils have literacy and study skills support either instead of a GCSE option, or during registration time.
- In Year 12 and 13, coursework and study support is available in negotiation with individual students.
- In-class support is provided for pupils with an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs, in line with the needs and statutory provision outlined in these documents.
- Some pupils follow a personalised curriculum, enabling them to focus on vocational and life skills. This may involve long term work experience placements, and/or Year 11 based at a local College of Further Education.
- Allocation of a key worker for pupils with an EHCP/Statement, where a high level of support across a range of subjects is required.
- Support with mobility for pupils with a physical disability.
- Transition package, including additional visits to school, for vulnerable pupils transferring from KS2.
- Providing differentiated resources.
- Support for homework and personal organisation.
- Mentoring sessions with Teaching Assistant or 6th form mentor.
- Pupils who may be eligible for access arrangements in public exams are identified and tested.
- The SEN Dept also works with a range of outside agencies to provide support as appropriate. Speech and Language support is accessed through the Speech and Language Inclusion Partnership. Specialist support for pupils with a Hearing or Visual Impairment is accessed through the

Sensory Support Service. We also seek advice from the ASD outreach service based at Fossey School. Beechen Cliff works closely with the Hospital Education and Reintegration Service (HERS) when pupils have a medical need and are temporarily unable to access education in school.

In addition to the above, the SEN Department provides a welcoming and supportive environment to any pupil who has concerns about their learning or wider school experience.

Monitoring

The SEN register acts as a record of all pupils with SEN and/or a disability. This is held electronically and all staff have access to it. A summary of the needs and appropriate strategies for pupils with an EHCP/Statement is recorded. More detailed Learning Profiles are circulated for pupils with an EHC Plan, outlining their strengths, difficulties and appropriate strategies.

Pupils with an EHCP/Statement have an Annual Review where the plan is reviewed in detail, and actions are identified for the coming year. These pupils also have an Individual Education Plan (IEP) which identifies specific targets and is reviewed more frequently. The SEN Dept uses an electronic tracking system to record the day to day progress of pupils who receive in class support.

Each year group has an annual Parents' evening to discuss each pupil's progress. If a parent/carer has concerns regarding progress they are encouraged to contact the SENCO outside the normal meeting times, as it is recognised that early intervention is beneficial.

Wider support

As part of the Children and Families Act 2014, all Local Authorities must publish a Local Offer outlining support and services which may be available to children and young people aged 0-25 in the locality. To access the B&NES Local Offer, go to www.bathnes.gov.uk/localoffer

