



BEECHEN CLIFF

## SEND POLICY

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

Pupils with Special Educational Needs/Disabilities (SEND) 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.

Pupils 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 learning needs.

The SEND Department is committed to Inclusive Practice. Our goal is for all children with Special Educational Needs 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 Simon Bardzil (SENCO.) The Link Governor, Helen Eastwood, 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 SEND 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
- Cognitive Abilities Tests (CATS) taken by all pupils on entry to Years 7-11
- SATS and Teacher Assessment levels
- 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 SEND 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 SEND.'

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

- Support is provided for pupils with an Education, Health and Care Plan (EHCP) in line with their identified needs and provisions.
- 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.
- Some pupils follow a personalised curriculum, enabling them to focus on vocational and life skills. This may involve long term work experience placements.
- 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 6<sup>th</sup> form mentor.
- Pupils who may be eligible for access arrangements in public exams are identified and tested.
- The SEND 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 Fosseyway 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 SEND Department provides a welcoming and supportive environment to any pupil who has concerns about their learning or wider school experience.

### **Monitoring**

The SEND 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 SMART targets which are reviewed on a fortnightly basis. The SEND Dept uses an electronic tracking system to record the daily observations of these pupils.

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](http://www.bathnes.gov.uk/localoffer)

Updated August 2018 by Mrs P McGee (SENCO)  
Office /Pastoral SQE/Policies

Policy to be reviewed September 2019

Note: Mr S Bardzil replaced Mrs P McGee as SENCO in January 2019  
SENCO names updated in the policy in January 2019