



Midsomer Norton
Schools Partnership

**SPECIAL EDUCATIONAL
NEEDS POLICY &
PROCEDURES**

Issued: September 2023

Review: Term 1 annually

LST: AWI/SCH/RLE

SEND Policy Rationale

The Midsomer Norton Schools Partnership (MNSP) is committed to inclusive education which values and develops each individual. This policy describes the ways in which the schools meet the needs of students who experience a barrier to their learning as a result of their special educational needs. It outlines how students with special educational needs are identified, assessed, supported, monitored and reviewed so that they can access an appropriate curriculum and achieve in line with their potential.

Roles and Responsibilities

- The Trust will be responsible for adopting the policy and reviewing its effectiveness.
- The Leadership Team will be responsible for monitoring the effective implementation of the policy over time. The SENDCo has responsibility for the day to day management and implementation of the policy and procedures and for managing and deploying resources effectively as outlined in the Special Educational Needs and Disability: Code of Practice (DfE: January 2015).
- Staff, including teachers and support staff will be responsible for ensuring that the policy and procedures are followed consistently. Admissions
- The MNSP adopts an inclusive admissions policy.
- The special educational needs of a student, curriculum arrangements and support will be carefully planned and considered as part of the school's admission process.
- In all decisions, due regard will be given to what is considered to be in the best interests of the individual and the whole student population.

SEND Specialist Provision

- In line with the SEN Code of Practice 2015, this policy needs to be considered in conjunction with each school's SEND Information Report.
- The support provided for all students with special educational needs is outlined in appendix 1 to this policy: [*Special Educational Needs Procedures*](#).
- A team of specialist staff with relevant expertise and training support a wide range of special educational needs. Teaching staff have a responsibility to adapt or differentiate resources and provide varied, high quality teaching and learning styles to meet all students' individual needs.

Access

In line with current Equality legislation, the Trust's Accessibility Plan outlines the access arrangements in place for all persons who have a disability.

IDENTIFICATION, ASSESSMENT & PROVISION FOR PUPILS WITH SEN

Identification, Assessment and Review

- The SEND Support Register includes the names of all students with SEND.
- The school adopts a graduated approach to students' special educational needs as outlined in the SEN Code of Practice 2015: this takes the form of a 4-part cycle of early intervention, planning and delivering support, monitoring and reviewing progress.
- Students are placed on the register at SEN Support (K) or Education, Health and Care Plan (EHCP) according to their level of need and support requirements.
- It is anticipated that individual students may move within these levels on the SEN register as their needs and support requirements change.
- All students on the Register have a provision plan which outlines their special educational needs and the strategies or interventions in place to meet these needs.
- Students with an EHC Plan also have a person-centred 'One Page Profile' which is reviewed and updated at the Annual Review.
- The process adopted by the school to request an EHC Plan follows the local authority's statutory assessment criteria.

Inclusion

- The MNSP includes all students in an appropriate broad, balanced and differentiated curriculum including the National Curriculum.
- All teachers have a responsibility to differentiate teaching and learning resources in order to deliver high quality teaching to suit the individual needs of all students with SEND.
- All students are given the opportunity to engage in a wide range of extra-curricular activities.
- The MNSP has a policy of providing access arrangements for students in external examinations in accordance with exam board criteria.
- Due consideration is given to any issues of access to information or physical resources by students or members of the wider school community.
- Appropriate reasonable adjustments are made to school procedures to ensure

fair access and inclusion for all.

Resourcing

- Delegated SEND funding is deployed to meet all students' special educational needs equitably and effectively. · In accordance with good practice, a system of 'provision management' is in place to effectively deploy resources and map provision for all students with SEND needs across all year groups.
- Accurate records of all SEND spending are maintained by the school's finance manager.

Criteria for Evaluating Success

- A range of attainment data is used to assess, plan, monitor and review individual student performance. · Students with SEND are set realistic and attainable personal targets.
- Students with SEND are expected to achieve in line with their personal school-based targets and national expectations. · Students with SEND will receive appropriate transitional support and guidance at all key stage transfers.

COMMUNICATION AND COLLABORATION BETWEEN SCHOOL STAFF, PARENTS, STUDENTS AND EXTERNAL AGENCIES

A collective responsibility of all school staff for students with SEND

- All staff participate in the processes of special needs provision within the school.
- As outlined in the Code of Practice 2015, all teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants and specialist staff. · All subject teachers acknowledge the targets and implement the strategies outlined on the provision plan and One Page Profile.
- All staff and tutors contribute to monitoring the provision plan and One Page Profile
- All staff will receive relevant training in effective classroom management of SEND as part of their ongoing professional development and the school's INSET / CPD programme.

Communication and collaboration with school staff, parents and external agencies

- The SENDCo will maintain effective communication with parents, teachers and relevant pastoral or support staff. · The SENDCo will liaise with all external professional agencies

to help meet an individual's needs as outlined in the school's Special Educational Needs Procedures.

- Staff and parents are invited and encouraged to participate in the review of the provision plan or EHC Plan. · Regular and frequent communication occurs between support staff and subject teachers to plan support and individual learning targets.
- MNSP recognises the value of working in partnership with parents and professional agencies. If a complaint arises regarding special educational needs provision, it is anticipated that this will be resolved through a meeting with the SENDCo in the first instance. If a concern persists, or the matter involves professional misconduct, the MNSP formal Complaints Procedure may need to be followed.

Student Voice

- The MNSP actively involves all students in reviewing their progress against their own individual targets. · Students participate in the writing and review of their provision plan and One Page Profile.
- The MNSP adopts a Person-Centred approach to review. Students with an EHC Plan actively participate in their Annual Review meeting.
- Students with SEND are encouraged to become involved in the school's 'student voice' initiatives. **Liaison with Other Schools**
- Each MNSP school has strong professional links with other local primary and secondary schools through the Trust's CPD/ Inset programme. Some schools are part of the Midsomer Norton School Partnership SENCO Network and other clusters. · Primary liaison arrangements are well established and information is transferred between schools. There is also good liaison between secondary schools and local sixth-form or further education colleges as part of key stage 4 to key stage 5 student transitions.

LINKS WITH OTHER POLICIES

This policy should be implemented in conjunction with the following school policies:

- *Admissions*
- *Anti-bullying*
- *Behaviour Management*
- *Child Protection Policy*
- *Complaints Procedure*
- *Data Protection / Freedom of Information*

- *Equal Opportunities*
- *Health & Safety*
- *Accessibility Plan*

SPECIAL EDUCATIONAL NEEDS PROCEDURES

Defining Special Educational Needs

A child or young person is defined as having Special Educational Needs if they have ‘a learning difficulty which calls for special educational provision to be made for him or her’ (SEN Code of Practice January 2015)

Further details of definitions can be found in the Code of Practice guidance available on the DFE website (www.education.gov.uk)

Understanding Special Educational Needs

Each SENDCo maintains a register listing all the students in their school who have been identified as having special educational needs. The information on this record enables the SEND team, teaching and pastoral staff to ensure that each individual student’s needs are recognised and supported appropriately.

Types of SEND are recorded with an appropriate code, according to the Student Annual Census (PLASC) in line with the SEN reforms introduced in September 2014.

Code	Description	Definition
SpLD	Specific Learning Difficulty	Specific difficulties often with reading or spelling: ‘Dyslexic or dyspraxic type’ problems.
MLD	Moderate Learning Difficulty	‘Global’ weakness in literacy, numeracy and learning skills.
SEM H	Social, Emotional and Mental Health needs	Social and emotional needs, challenging or disturbing behaviour, possible mental health issues. Also includes ADD / ADHD/ Attachment disorder and Tourette’s Syndrome
SLCN	Speech, Language &	Speech & Language impairment. Difficulties

	Communication Needs	with expressive / receptive language.
ASD/ ASC	Autistic Spectrum Disorder/ Condition	The Autistic spectrum, including Asperger's Syndrome.
HI	Hearing Impairment	Auditory hearing impairment.
VI	Visual Impairment	Visual impairment.
PD	Physical Disability	Wide range of possible physical difficulties.
OTH	Other	Anything not appropriately covered above.

Each schools Additional needs register identifies all pupils who may require some additional support to enable them to be fully included. Alongside pupils with SEND, the register also identifies:

Student who are '*Looked after or were formally looked after*'. These pupils are included as LAC/Formally LAC on the register. Whilst LAC/Formally LAC is *definitely not* a SEND, it is important to be aware and monitor the progress of these young people, as they often underachieve academically and socially.

Students who have *English as an additional language (EAL)* needs are also not an SEND category but may need additional support with their language acquisition and classroom skills.

Students who have a disability which is recognised under the current Disability Discrimination and Equality Act criteria are identified as DIS. It is important that school staff are aware of any needs these pupils may have, even if the pupils themselves or their parents, may not consider them to be disabled.

<i>SEN Stage</i>	<i>Code</i>	<i>Description</i>	<i>Support at this stage</i>
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<i>SEN Support</i>	K	<i>School based and external agency intervention</i>	<p>Student receives support within school time & resources. May include TA support in the classroom or additional intervention support for literacy, learning or social needs. Support is recorded on a <i>Student provision plan</i>, updated regularly and shared with parents. Additional input may also be sought from an external professional agency, for example – LA agencies, CAMHS Service, Social Care Services etc.</p> <p>Good home/school communication is encouraged with opportunities to discuss and review provision regularly. This can take place with the SENDCo at Parents Evening, Academic Review Evening or at an arranged review meeting.</p>
<i>Request for Statutory Assessment</i>	Q	<i>School request to the LA for a Statutory Assessment</i>	<p>Student remains at SEN Support with all support arrangements in place. School completes a local authority request for a Statutory Assessment. This process must be completed within 20 weeks. If successful, the student receives an EHC Plan. If not, the student remains at SEN Support K.</p>
<i>Education, Health and Social care plan</i>	E	<i>EHC Plan</i>	<p>EHC Plan identifies SEN needs, provision & objectives. LA name school placement and possibly issue top-up funding. Students have a detailed provision plan and a One Page or Person Centred Plan. A mandatory <i>Annual Review</i> involving key staff is completed each year to review the plan</p>



BEECHEN CLIFF

Beechen Cliff – SEND Procedures

- SEND Coordinator (SENDCO) : Joanna Blair
- Local Offer Report <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>
- SEND Governor: Gabby Akbar

Responsibilities

The named person responsible for coordinating provision for pupils with Special Educational Needs and/or disabilities (SEND) is Joanna Blair, SENDCO.) The Link Governor, Gabby Akbar, is responsible for monitoring the quality assurance of SEND provision and raising awareness of SEND issues at governing body meetings.

The SENDCO manages the SEND team consisting of:

- SENDCo
- Assistant SENDCo
- Numeracy Intervention Lead
- Literacy Intervention Lead
- Lead Teaching Assistants in each year group
- Emotional Literacy Support Assistant
- Speech and Language Lead
- Teaching Assistants

Teaching Assistants work with whole classes, small groups and at an individual level to provide support for students with SEND. Some of the teaching assistants work with specific students with high needs whereas others work within year groups supporting a wider range of students and needs. Teaching is undertaken by qualified teachers.

The responsibilities of the SENDco (Code of Practice (2015) 6.90):

The key responsibilities of the SENDco may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND
- Liaising with Early years providers, other schools, Educational Psychologists, Health and Social care professionals and Independent or Voluntary bodies
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date
- Managing learning support assistants
- Contributing to the in-service training of staff

Our Ambition for SEND Learners at Beechen Cliff School

At Beechen Cliff School we are ambitious for all our pupils and strive to support them so that they can achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some pupils there are occasions when additional support may be needed to help them fully access the learning environment and achieve their potential.

Our aim in the Learning Support Centre is to remove any barriers to learning and equip pupils with the skills to become confident in the management of their special educational needs; to become independent learners and to achieve their potential.

The vast majority of pupils and pupils on the SEND register will study the same curriculum as their peers. Where a pupil has significantly greater difficulty in learning, a modified

curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, pupils may receive other personalised interventions linked to their particular needs.

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. All students carry out Cognitive Ability Tests (CATs) as well as a Reading Age assessment (NGRT) on entry to the school.

- From Year 7, a continuum of support is provided based on the following information:
- Information received by the SENDCO and Heads of House during transition meetings as new pupils join the school.
- Regular data collection points from internal assessments.
- Further Reading Age assessments which are taken by all students on entry and at least annually until the end of Year 9. For those in Years 10-11 whose reading age is below their actual age, reading tests continue until their reading age has been achieved.
- Issues/concerns raised by pupils themselves, parents and/or staff
- Social, Emotional or Mental Health needs are mainly managed via the Heads of House and Conduct Support Officer. If a student's placement becomes 'at risk', due to escalating behaviour additional support strategies, alternative curriculum arrangements or the use of a Pastoral Support Plan (PSP) may be put in place in negotiation with parents and other professional agencies.
- The SENDCO regularly updates the SEND support register. All students on the Register have an 'SEND Stage' that identifies their level of need.

It is recognised that a need may be identified at any point during a pupil's education. The SEND Department aims to make appropriate provision for such pupils as soon as possible.

Provision

It is recognised that high quality teaching, appropriately adapted or 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:

- Adaptations to learning within lessons such as scaffolding. This is led by the teacher in their planning and supported by Teaching Assistants.
- 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 social 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.
- Liaison with subject teachers and curriculum departments to enable all students to access the learning environment appropriately. The SENDco and TA team offer advice and support across the school to adapt/differentiate or personalise resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.
- The SENDco regularly audits the effectiveness of SEND support and works with departments or individuals to develop good practice and help teachers with their responsibility to deliver high quality teaching.
- An Achieve Curriculum for Year 7 with significant literacy difficulties which includes a synthetic phonics reading programme taught by the SENDCo alongside a small group for English.
- In Year 8-9, some pupils receive additional literacy and study skills instead of learning two Modern Foreign Languages.
- In Year 10 and 11, some pupils have literacy, numeracy 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 for individual students.
- The 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 to or from the school.
- Support for homework and personal organisation is provided through a daily after school homework club in the school library.
- Mentoring sessions with a Teaching Assistant or 6th form mentor.
- Pupils who may be eligible for access arrangements in public exams are identified and tested by our Specialist Assessor for Exam Needs.

- Where needed, staff accompany pupils on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs.
- Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.
- Additional provisions are added as the differing needs of individuals on roll arise.

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 commissions the service of an Occupational Therapist and Educational Psychologist to support further understanding and identification of a pupil's needs. 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 SEND and/or a disability. This is reviewed regularly and 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.

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 SENDCO 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

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

There are also a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. The Parent Partnership Service for BANES families can be accessed using the following link:

<https://www.sendiasbathnes.org.uk/>

The SEN Policy will be reviewed annually.

Next review: Term 6 (July 2024)