



**THE BISHOP'S STORTFORD HIGH SCHOOL**  
**Special Education Needs and Disability Policy**

**'The child is at the centre of all that we do.'**

<b>Date of last review:</b>	September 2021	<b>Review period:</b>	1 year
<b>Date of next review:</b>	September 2022	<b>Owner:</b>	Student Welfare Committee
		<b>Approval:</b>	



***TBSHS: A truly all-round  
education***



## **THE BISHOP'S STORTFORD HIGH SCHOOL**

### **Special Education Needs and Disability Policy**

**'The child is at the centre of all that we do.'**

#### **Purpose**

We at TBSHS believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special education needs at some time in their school career or specific disabilities which may affect their learning. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. TBSHS aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum, in particular, we aim to:

- Enable every student to experience success, at an appropriate level, by setting challenging, yet realistic targets and valuing their contributions to the community
- Promote individual confidence and a positive attitude
- Ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give students with SEND (Special Educational Needs and Disabilities) equal opportunities to take part in all aspects of the school's provision, as far as is appropriate ensuring inclusion
- Identify, assess, plan and regularly review (immediately after data-drops) students' progress and needs which may well change over time.
- Actively involve the student with special educational needs in all aspects of planning and delivering their curriculum, for example, explaining the provision for alternative courses: such as ASDAN.
- Involve parents/carers in planning and supporting at all stages of their children's development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented, maintained and closely monitored.

This Special Educational Needs and Disability Policy has full regard for the Special Educational Needs Code of Practice (July 2014) and Disability Act 2001.

This policy reflects the whole school approach, in which all students are afforded equal opportunity to all parts of the curriculum and aspects of school life.

It also has full regard for the school's Inclusion Policy and the provision for the Most Able.

#### **Relationship to other policies**

This policy should be read in conjunction with the school's Admission and Child Protection policies and those policies relating to the school curriculum and equal opportunities, and guidance on assessment, recording and reporting, as well as the annual school SEND Information Report.

#### **Roles and responsibilities of Headteacher, other staff, governors**

Provision for children with special education needs is a matter for the whole school. It is each teacher's responsibility to provide high quality teaching that is suitably differentiated and personalised to support students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and reviewing provision to meet these needs.

The governing body, in cooperation with the head teacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor) who takes particular interest in this aspect of the school.

The **Head teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **Governing body** must ensure that:

- The necessary provision is made for any student with SEND
- All staff identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents on the implementation of the school's SEND policy through the annual report to parents
- They have regard to the requirements of the SEND Code of Practice (2014)
- Parents are notified if the school decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- They, interested parents and the school as a whole are involved in the development and monitoring of this policy
- SEND provision is an integral part of the school development plan
- The quality of SEND provision is regularly monitored.

### **The Role of the Special Educational Needs Co-ordinator (SENCo)**

The SENCo is responsible to the Head teacher and Governors for overseeing both the provision of education for students with Special Educational Needs and the progress made throughout the school. The SENCo is Alison Matthews.

**The responsibilities of the SENCo are:**

- Actively monitoring the day-to-day implementation of this policy
- Carrying out detailed assessments and observations of students with specific learning difficulties with the input of specialised teachers/professionals where necessary and ensuring flexible approaches for support
- Supporting class teachers in devising strategies, drawing up Learning Profiles, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process and liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Updating the Learning Support U-drive (shared drive) with the Learning Support Department Handbook, strategies/worksheets and advice for teaching staff

- Assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, Key Stage 2 national curriculum tests and at the end of each term
- Initial screening of year 7 students with the information from primary schools as part of transition and to help provide a smooth transition from one school to the other, particularly in terms of SEND
- Contributing to staff CPD (continuing professional development)
- Managing learning support staff/teaching assistants and ensuring the strategic deployment of staff to best support all SEND students
- Liaising regularly with the Senior Leader for Student Welfare and Inclusion and contributing to the termly report to the governing body.
- Ensure that any student with SEND has access to provisions put in place for tests/exams when necessary.

\*Learning Support at TBSHS is a small department with Learning Support Assistants (LSAs) working mainly PREDOMINANTLY within the class room. There is little withdrawal support taking place. Parents of students with mobility problems should be aware that TBSHS is an old building where classrooms are spread over three floors making access difficult in some places.

**Class teachers** are responsible for:

- Making themselves aware of this policy and procedures for identification and monitoring
- Ensuring high quality teaching that is suitably differentiated and personalised so that all students with SEND can access the curriculum and make progress
- Giving feedback to parents of students with SEND
- Use strategies to ensure that the special need(s) of the student is not highlighted to the other students.

**Learning Support Assistants and Higher Level Teaching Assistants (HLTAs)** will:

- Work under the direction of a teacher and support and assist qualified teaching staff
- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND securing positive outcomes
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies
- Use strategies in class to try not to single individual students as needing support by sitting by them for the whole lesson
- Be inclusive of all the needs of students with any learning difficulty.

**Current Learning Support Staff:**

1 SENCo – Mrs. Alison Matthews  
 1 Higher Level Teaching Assistant  
 6 Full time Learning Support Assistant  
 3 Part time Learning Support Assistants

**CURRENT SEND REGISTER**

<b>YEAR</b>	<b>Total SEN Support</b>	<b>Education, Health and Care Plan (EHCP)</b>
<b>7</b>	<b>8</b>	<b>1</b>
<b>8</b>	<b>16</b>	<b>2</b>
<b>9</b>	<b>19</b>	<b>2 (+1 EHCP in Draft)</b>
<b>10</b>	<b>13</b>	<b>1</b>
<b>11</b>	<b>15</b>	<b>0</b>
<b>12</b>	<b>4</b>	<b>0</b>
<b>13</b>	<b>1</b>	<b>0</b>
<b>Total</b>	<b>76</b>	<b>6 (+1 EHCP in Draft)</b>

**Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through:

- The supportive monitoring of classroom practice by the Head of Learning Support and Subject Leaders
- Analysis of student tracking data and test results for individual students and for cohorts, termly
- Value-added data for students on the SEND register
- Termly monitoring of procedures and practice by the SEND governor
- The governors' annual report to parents, which contains the required information about the implementation and success of the SEND policy
- The school's annual SEND review, which evaluates the outcomes of the policy and sets new targets for development
- The School Improvement Plan, which is used for monitoring provision in the school
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce Learning Profiles and targets, revise provision and evaluate outcomes
- The students' achievements in relation to their One Plan targets
- Monitoring of the degree to which students with SEND play a full part in school life.
- Monitoring of students' access to the full curriculum
- Feedback from students

**Complaints Procedure**

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO or Head of Learning Support.

In the event of a formal complaint, parents are advised to contact the Head teacher and follow the Complaints Procedure on the school website. The LEA Parent Partnership Service is available to offer advice.

**Governors' responsibility**

The Governing Body carries out its monitoring role and evaluates the educational provision for students with special educational needs. The annual Governors Report gives a summary of SEND provision, progress and other statutory requirements related to SEND. It also reports on the success of special educational needs within the school.

The current governor with responsibility for SEND and Learning Support is Katie Beagles and can be contacted at [office@tbshs.org](mailto:office@tbshs.org). In her role:

- She liaises with the Learning Support team and is invited to attend departmental meetings.
- She reports to the Governing Body on an annual basis

## Appendix 1

### APPENDIX TO THE SPECIAL EDUCATIONAL NEEDS POLICY – DAY TO DAY MANAGEMENT OF THE DEPARTMENT

#### A Graduated Response to students with Special Educational Needs and Disabilities

This is based on the two principles that are central to the Special Educational Needs Code of Practice 2014: all schools must have regard for the following;

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a student's special educational needs, the action taken and the outcomes produced.

For all students with known special educational needs, the SENCO, with the help of the Learning Support team's first-hand observations, and the school performance data, monitors their progress, and reports to parents on parents' evenings and when required.

Parents are encouraged to contact the SENCO at any time if they are concerned about their child

Students can talk to any member of the Learning Support Team, in confidence about any problems they are encountering, but at all times students are reminded that conversations cannot be confidential.

#### Identifying students with special educational needs

A student has special educational needs if he/she has: -

- Greater difficulty learning than the majority of his/her peers.
- Is working significantly below their peer group, especially in numeracy and literacy.
- Is not making the progress expected from the school performance data.
- A severe speech or language difficulty, including understanding of the spoken and written word, which inhibits their learning.
- A physical and/or sensory impairment, which requires specialised provision.

All teachers and the Learning Support team use observational skills and assessments to identify students who may have special educational needs. These may include: -

- Records from previous schools
- SATS /Key Stage 2 national curriculum results
- School data collection
- Classroom observations
- Assessment results
- Observational assessments on behaviour and social skills
- Concerns raised by parents/carers
- Concerns highlighted by outside agencies/doctors
- Formal testing for access arrangements.

**Initial concerns**

Teachers or parents have expressed concern about a student's ability to learn in a normal situation.

Students' needs have been identified and are being met by the differentiation provided by the class teacher's planning documentation.

The school will listen to outside agencies (including police) to help gather information as to whether a student should be placed on the SEND register.

Behavioural issues are dealt with in the classroom, countered by a fully differentiated curriculum, department support, and in extremis SLT 'call out' support.

If they continue to fail to make adequate progress they move to: -

**Request for statutory assessment**

In exceptional cases, when the student still fails to make meaningful progress, the school or the parents can apply for this. If the student meets the rigid criteria laid down by the LA, a detailed assessment from every agency involved takes place. This is the statutory assessment.

**Education, Health and Care Plan**

The LA grants this if the documentation and reports from all parties involved are in agreement. In most cases it gives the student extra support in the classroom, in the form of extra TA time. Funding is provided for this from the school budget unless the student lives in Essex where funding is provided. There will be additional advice and support from outside agencies. This whole process can take up to 26 weeks. EHCP's are reviewed annually in conjunction with the student and parents and all relevant parties. Amendments can be made to fit the students' changing needs.