



Special Educational Needs & Disabilities Policy for Barnhill School

School Name: Barnhill Community High School

Special Educational Needs & Disabilities Co-ordinator SENDCo: Ceceliah Muiyah

SEND Designated Governor: Russell Middleton

Date of Policy: February 2018

Review Date: December 2020

Who was involved in creating the policy and how?	<p>This document is a statement of the aims, principles and strategies for pupils with Special Educational Needs and Disabilities.</p> <p>It was developed in 2015 in line with new Special Educational Needs and Disabilities (SEND) Reforms with consultation with Senior Leadership Teams, Teachers, Parents and Governors.</p> <p>This policy will be reviewed annually.</p>
Reference to the statutory assessment	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 Years (June 2014 updated 1.5.2015) and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none">• Equality Act 2010: advice for schools DfE Feb 2014• SEND Code of Practice 0-25 Years (June 2014 amended 1.5.15)• Schools SEND Information Report Regulations (2014)• Children and Families Act 2014 <p>Other Barnhill Community High School and Middlesex Learning Partnership policies/reports that are relevant include:</p> <ul style="list-style-type: none">• Special Educational Needs and Disabilities Information Report• Barnhill Behaviour for Learning Policy• Barnhill Safeguarding and Child Protection Policy• Accessibility Plan• Supporting Pupils with Medical Conditions Policy• Equality Plan• Local Authority Local Offer
Roles and Responsibilities	Local Governing Board <p>The statutory duties of the Local Governing Board are:</p> <ul style="list-style-type: none">• Responsible for implementation of reforms• To ensure the school has suitable arrangements for consulting with parents• Responsible for ensuring the school publishes and reviews the SEND Policy and the SEND Information Report and that these are published on the school website• Responsible for ensuring the school is fulfilling its legal duties towards SEND students

- To ensure the school is cooperating with the Local Authority including developing the local offer and when the school is being named in an EHC plan
- To ensure arrangements are in place to support pupils with medical conditions
- To ensure the school publishes information about the arrangements for the admission of disabled children

Designated Governor

The Designated Governor is elected annually by the Local Governing Board. He/she is an important link in the communication chain between the Special Educational Needs Co-ordinator and the Governing Board. The Designated Governor reports on matters relating to Special Educational Needs, the effectiveness of policy and practice in the school and future developments. The Designated Governor is entitled to and should attend relevant training offered by the Borough and Governor Support Services.

Barnhill Community High School Designated Governor:
Annette Sennett

Executive Headteacher

The EHT is responsible for meeting the needs of all students as outlined by the Governors in the SEND Policy and:

- Is directly responsible for referring a student to the LA for Statutory Assessment on the advice of the Special Educational Needs Co-ordinator
- Is required to convene Annual Reviews for students with Statements of Special Educational Needs
- To ensure the school's SEND Information Report is accessible through the school's website or available to parents on request

Barnhill Community High School Executive Headteacher:
Tracey Hemming

Special Educational Needs Co-ordinator (SENDCo)

The designated teacher is responsible for:

- The day-to-day operation of the school's SEND Policy
- Preparing reports on individual students
- Preparing SEND provision map
- Taking the lead in managing provision for pupils with special educational needs
- Updating and overseeing the records on students with special educational needs
- The production and distribution of Passport to Achievement

Barnhill Community High School SENDCo: Ceceliah Muya
NASENCO Status: Completed
Member of SLT: No
SEND Advocate of SLT: Greig Pilkington

Heads of Departments

Heads of Departments are responsible for the assessment of subject requirements, resources and teaching methods in order to provide courses for the full ability of students, including those with special educational needs.

Teaching Staff

All teachers have an overall responsibility to assist in the procedures for identifying students with special educational needs and to adapt the curriculum to allow access for all. They are also responsible for meeting with SEND Teaching Assistants (TAs) on a regular basis to ensure that the role is defined and planning shared. They need to take ownership of the SEND information provided and use that information to plan their lessons and meet the needs of the individual students in their lessons.

Higher Level Teaching Assistants (HLTAs)

To work closely with the SENDCo to ensure effective offer of provision, motivated and effective TA support, completion of relevant documents and paperwork, effective communication with outside agencies and parents and to support the SENDCo in the review process.

HLTAs/Teaching Assistants

HLTAs/Teaching Assistants can support particular students under the direction of the teacher and SENDCo. They may offer general support to all students in a class. They may also offer interventions personalised to the individual students, attend training sessions, track particular groups of students, support in progress review meetings, meet regularly with the teachers they support and take part in any other relevant activity.


Parents

All parents will have access to the school's Special Educational Needs and Disabilities Information Report through the website or by requesting this through the school's SENDCo, which will inform parents of the provision for pupils with Special Educational Needs and Disabilities.

Barnhill Community High will advise and support parents as soon as a special educational need has been identified. Parents will be encouraged to be fully involved in their child's educational provision and to submit any evidence they consider relevant.

Students

Barnhill Community High will establish the views of students on their special educational needs and the way in which they might be met. Students who are able to do so may submit their views directly and in other situations the interpretation of a student's behaviour in different settings may provide a measure of the student's preference.

	<p>Borough</p> <p>The Borough is responsible for transferring Statements of Educational Need to the new Education Health and Care Plans (EHC) as well as maintaining Statements of Special Educational Need until they are transferred.</p> <p>The Borough will begin the statutory assessment process if the evidence put to the panel meets the criteria and are then responsible for issuing the EHC Plan to all parties concerned.</p> <p>Each Borough has a responsibility to publish a Local Offer outlining provision and support for children with Special Educational Needs and Disabilities.</p>
<p>Our values and vision for SEND in our setting</p>	<p>Every school <i>'must use their best endeavours to make sure that a child with special educational needs gets the support they need – this means doing everything they can to meet children and young people's special educational needs'</i>. (SEND Code of Practice 6.2)</p> <p>Everyone at Barnhill is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. Barnhill Community High believes in every student's right to curriculum access and provides for students with special educational needs in accordance with the following aims:</p> <ul style="list-style-type: none"> • Inclusion where possible – students with special educational needs will be educated with their peers. The school's policy of having high expectations for all students includes those students with special educational needs. • Equal Opportunities – students with special educational needs will be provided with appropriate extra support so that they can enjoy educational opportunities with their peers. • Continuity and Progression – students with special educational needs will have continuity of support from the primary school, year to year in Barnhill Community High and to post-16 education, where applicable. <p>Underpinning all our provision in school is the graduated approach cycle:</p> <div style="text-align: center;">  <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p>
<p>Definition of SEND including what it is not, and other factors that may affect progress and attainment</p>	<p>The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.</p>

	<p>Children make progress at different rates and have different ways in which they learn best. When planning lessons, the teacher will take this into account by looking carefully at how they organise their lessons, classroom, books and materials.</p> <p>Just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, doesn't necessarily mean that the child has special educational needs.</p>
<p>Definition of SEND provision/SEND support</p>	<p>High quality first teaching is a priority for all pupils, including those with SEND. In addition, Barnhill Community High School offers a wide range of targeted provision to support students with needs identified in the four areas:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory and Physical Needs <p>Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p> <p>Support staff members are deployed based on need.</p> <p>Students with a statement of special educational needs or TA support identified in their EHC Plan are provided for as per the guidance in their documentation. Provision mapping allows further identification of SEND students to take part in personalised provision to achieve the best outcomes – this may be support in class or could take the form of extra-curricular intervention.</p> <p>TAs are assigned in class support and targeted intervention groups based on their individual strengths, training and expertise.</p>
<p>Our aims</p>	<p>Both Middlesex Learning Partnership and staff at Barnhill Community High are committed to providing equal opportunities for all children. We firmly believe that all children are entitled to a broad and balanced curriculum. We are committed to the full integration of children with Special Educational Needs and Disabilities, and to educating them alongside their peers, wherever possible. This will be achieved through the delivery of a relevant and differentiated curriculum, thereby meeting each child's abilities and needs. We recognise that addressing SEND is a whole trust responsibility.</p>
<p>Our approach to identification</p>	<p>At Barnhill we identify children with SEND as early as possible through regular contact with our feeder schools and by assessment at the start of Year 7 and through dialogue with TAs and teaching staff.</p> <p>Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SNED may be identified at any stage of this process during their school life.</p>

	<p>Assess:</p> <p>How? This is dependent on the need of the child. We have a variety of assessment tools available as a school to assess a wide range of needs.</p> <p>Who? These assessments will be performed with by the SENDCo or by an HLTA with a Certificate of Competence in Educational Testing (CCET). If necessary the relevant professional will be bought in to complete the assessment e.g. Educational Psychologist.</p> <p>Plan:</p> <p>How? The results/strategies from the assessment, along with feedback from teachers, will inform the planning of the interventions and the setting of goals/targets.</p> <p>Who? SENDCo, HLTA, TA responsible for facilitating the provision, key stage, the child and the child's family will be involved in the planning of the provision. Any relevant outside professionals will also be invited to contribute.</p> <p>Do:</p> <p>How? This is dependent on the planning. The provision may take place on a 121 basis, small group or in class. Alternatively it could be focused on developing the use of new technologies within the classroom to support the child in accessing the curriculum.</p> <p>Who? The Learning Support Department, teaching staff</p> <p>Review:</p> <p>How? Assess progress based on initial baseline results and agreed targets.</p> <p>Who? These assessments will be performed either by the SENDCo or by a CCET qualified HLTA. If necessary the relevant professional will be bought in to complete the assessment e.g. Educational Psychologist.</p> <p>Assessments used in the graduated approach include:</p> <ul style="list-style-type: none"> • Lucid Exact (cognition and learning) • Dyslexia Screener (cognition and learning) • British Picture Vocabulary Scale (communication and interaction)
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	<ul style="list-style-type: none"> • CATS (cognition and learning) • DASH (cognition and learning) • A range of self-reflection and self-esteem (Rosenberg) assessments utilised for pre and post assessment of intervention groups (social, emotional and mental health) <p>TAs' expertise and skills is maximised to its full potential through the implementation of the MITA recommendations:</p> <ol style="list-style-type: none"> 1. TAs should not be used as an informal teaching resource for low-attaining pupils 2. Use TAs to add value to what teachers do, not replace them 3. Use TAs to help pupils develop independent learning skills and manage their own learning 4. Ensure TAs are fully prepared for their role in the classroom 5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions 6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions 									
<p>Our partnering approach to involving parents/carers</p>	<p>Involving parents and learners in the dialogue is central to our approach and do this through:</p> <table border="1" data-bbox="582 958 1430 1402"> <thead> <tr> <th>Action/Event</th> <th>Who's involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Passport to Achievement Meetings – Target setting and reviewing</td> <td>Learning Support Team, young people on the SEND register, parents and families</td> <td>3 x a year</td> </tr> <tr> <td>Annual reviews</td> <td>Learning Support Team, young people with a statement of special educational needs/ EHC Plan, parents and families</td> <td>1 x a year</td> </tr> </tbody> </table>	Action/Event	Who's involved	Frequency	Passport to Achievement Meetings – Target setting and reviewing	Learning Support Team, young people on the SEND register, parents and families	3 x a year	Annual reviews	Learning Support Team, young people with a statement of special educational needs/ EHC Plan, parents and families	1 x a year
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<p>Record keeping, monitoring and data management</p>	<p>We record all the steps taken to meet children's special educational needs. The LDC support manager is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:</p> <ul style="list-style-type: none"> • Information from previous schools • Information from parents • Information on progress and behaviour • Information about attainment levels, progress and additional support • The child's own views of their needs • Information from health/social services • Information from other agencies 									

It is important that information about a child's special educational needs is shared with all staff who work with the child, and that it is passed on from school to school as the child moves on.

All pupils with identified SEND are listed on the SEND Register. The SEND Register is updated regularly, using the process above, and is distributed electronically to all members of the teaching staff.

Summaries of pupils' SEND, recommendations for their support and any access arrangements, as well as brief records of support, are recorded on the school's electronic database (Moodle).

In addition, the Learning Support Department maintains paper records in secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each pupil on the SEND register.

The SEND support register is a fluid document that responds to the needs of the students at Barnhill. The passport to achievement meetings are used effectively to provide a platform for students and parents to openly discuss their concerns. If progress is good and both parent and student wish to be removed then, post consultation with teachers, the student will be removed from the register. Alternatively parents with concerns about their child will discuss this in the first instance with their form tutor who will then refer the concern to the Learning Support Department. The graduated approach cycle will then begin and if necessary the student will be placed on the SEND support register.

Barnhill has a duty to make 'reasonable adjustments' to make sure SEND students are not discriminated against. These changes could include:

- Changes to physical features – for example, creating a ramp so that students can enter a classroom
- Providing extra support and aids (such as specialist teachers or equipment)

However a child's placement at Barnhill may have to be reconsidered where their needs conflict with the efficient education of other pupils and there are no reasonable steps we can take to prevent the incompatibility (Equalities Act 2010).

Provision and monitoring:

Wave 1: Reasonable classroom adjustments/differentiation for pupils with recognised SEND

Wave 2: Small group interventions to target key skill areas in specific year groups, particularly in Years 7 and 8

Wave 3: Individual Learning Support lessons for study skills, most short-term; some long-term

The main forms of intervention are:

	<ul style="list-style-type: none"> • Reasonable adjustments and/or additional intervention by the teacher within the context of day-to-day classroom teaching • Small group interventions for pupils identified as needing support from screening tests, including small group support for literacy and maths • Exam reviews for pupils having access arrangements in exams • The majority of pupils follow the full curriculum and Learning Support lessons are arranged on a 'rotational' basis or off timetable, to minimise disruption to lessons <p>Progress is the crucial factor in determining the need for additional support. Good progress is that which:</p> <ul style="list-style-type: none"> • Narrows the attainment gap between pupil and peers • Prevents the attainment gap widening • Is equivalent to that of peers starting from the same baseline but less than the majority of peers • Equals or improves upon the pupil's previous rate of progress • Ensures full curricular access • Shows an improvement in self-help and social or personal skills • Shows improvements in the pupil's behaviour <p>Unsatisfactory progress will be identified by the head of Learning Support with the support of key stage teams and curriculum areas through termly data analysis.</p>
Working with external partners	<p>We work in close partnership with the Borough and commission a number of services from them to support students at Barnhill. Dependent on the need we commission the behaviour support team, visual and hearing impairment team and the speech and language team. We also privately commission an Educational Psychologist, occupational therapist and speech and language therapist to meet the assessment needs of our students and to offer strategies to staff.</p>
Supporting Transition	<p>This year we worked with our feeder partners to welcome 40 young children with Special Educational Needs and Disabilities and we supported 60 young people transition to the next phase in education or employment. Our approach involved:</p> <ul style="list-style-type: none"> • Close liaison with careers and education information providers and guidance professionals to provide accurate and realistic support • Meeting with students with statement of special educational needs and their families to map their future plans and apply for an EHC Plan • Closely monitoring young people's destination data <p>In-house transition is monitored carefully for SEND students. Students in our Year 7 access classes are carefully monitored through the transition into Year 8. In Year 8 they continue to have access teachers for the core subjects to ensure familiar faces and promote a positive learning environment.</p>

<p>Pupils with medical conditions</p>	<p>The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.</p> <p>Some pupils may also have special educational needs (SEND) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014 updated May 2015) is followed.</p>
<p>Safeguarding</p>	<p>Please refer to the whole school Child Protection and Safeguarding Policy.</p>
<p>Requesting EHC needs assessment</p>	<p>Where SEND is identified as more acute, the school with the parents' support or a parent independently may request that the local authority carry out an Education, Health and Care Assessment.</p> <p>Step one A child's parent, young person, or school may request that a local authority carries out an education, health and care needs assessment (EHC assessment).</p> <p>Step two The LA must decide whether an assessment is necessary. They must do this through consultation and examination of the evidence.</p> <p>Step three The LA must inform the child's parent or young person about their decision and reasons within a maximum of six weeks.</p> <p>Step four The EHC assessment should be completed according to the principles of co-ordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an ongoing process.</p> <p>Agencies must share information according to agreed principles.</p> <p>To complete the assessment they should seek the advice of relevant professionals, including:</p> <ul style="list-style-type: none"> • The Executive Headteacher • Psychological advice • Advice from social care professionals • Any other advice <p>Step five The LA should decide from the EHC assessment whether an EHC plan is necessary. The LA must notify the parents or young person of their right to appeal to the SEND Tribunal if it is decided that an EHC Plan is not necessary.</p>

Step six

The LA prepares an EHC Plan. This should include the following:

- A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, achievable and time bound
- Specific interventions that will make a difference towards securing the agreed outcomes
- Support for key transition points
- How informal support such as family and community can be used to achieve agreed outcomes

Step seven

The LA sends a draft EHC Plan to the child's parents or the young person and they have at least 15 days to give their views.

Step eight

The LA must inform the Executive Headteacher and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.

Step nine

LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer, the review and amendments must be completed by 15th February.

Education, Health and Care Plans

The content of the EHC Plan should include:

- The views, interests and aspirations of the child and their parents or young person
- The child's SEND
- The outcome sought
- The special educational provision required, where provision is to be delivered through a direct payment, the needs and outcomes to be met by the payment
- Any health and social care provision
- Any additional provision
- The name of the school: the LA must consult with the governing body or proprietor

Personal budgets

A personal budget is an amount of money identified by the LA to deliver some of the provision in the EHC Plan. Details of the personal budget should be set out clearly within an EHC Plan.

There are three options for parents:

1. Notional arrangements: the LA retains the funds but the parent/young person directs its use
2. Third party arrangements: funds are paid to an individual or another organisation on behalf of the parent/young person (i.e. the school)

	3. Direct payments: individuals receive the cash to purchase services themselves.
Complaint Process	<p>If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the SENDCo or HLTA. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.</p> <p>The school, in consultation with parents, may ask the Borough to conduct a statutory assessment (EHC Plan) of the student at any time. Parents may also do this independently. The Borough must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a plan is not necessary. The Borough will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEND Tribunal within two months of the decision being made.</p> <p>If the LA starts statutory assessment, but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.</p>
SEND information report	Please refer to a copy of the Barnhill SEND School Information Report
Appendices	<ul style="list-style-type: none"> • Special Educational Needs and Disabilities and Information Report • Behaviour for Learning Policy • Child Protection and Safeguarding Policy • Accessibility Plan • Supporting Pupils with Medical Conditions Policy • Equality Plan • Borough Local Offer

Glossary

CATS	Cognitive Abilities Tests
CCET	Certificate of Competence in Educational Testing
CoP	Code of Practice
DASH	Detailed Assessment of Speed of Handwriting
DfE	Department for Education
EHC Plan	Education Health and Care Plan
HLTA	Higher Level Teaching Assistant
LA	Local Authority
LDC Support Manager	Learning Development Centre
MITA	Maximising the Impact of Teaching Assistants
NASENCo	National Award for SEN Coordination
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant