



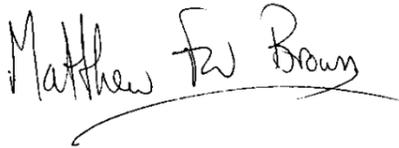
# Blackfen School for Girls

Raising aspirations - releasing potential.

## SEN POLICY

### Issue Status:-

Date	Issue	Comment	By
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	Signature	Name	Date
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	Head Teacher		
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	Chair of Committee		

# Blackfen School for Girls

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(Updated January 2015)

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- SENCO: Ms Sarah Cascarino (SENCO Greenwich University 2009)
- SLT SEN advocate: Matthew Brown, Head Teacher

The SENCO works under the leadership of the Head Teacher and the Governing Body. The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have statements or EHC plans. The SENCO is also the designated teacher for children who are looked after (CLA).

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A child<sup>1</sup> or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

A child or young person has a disability under the Equality Act (2010) that is 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

## The Aims of our Policy for Special Educational Needs and disability

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At Blackfen School for Girls;

- We value all children equally
- We welcome children with special educational needs as part of our community
- We seek to ensure that all children have an equal opportunity to engage in the curriculum
- We are committed to improving outcomes through high aspirations and expectations for children and young people with SEND.

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<sup>1</sup> Throughout this document, the term 'child' refers to children and young people aged between 5-18 years.

- We recognise that some children need additional support to ensure access to the whole curriculum whilst in mainstream classes. We ensure that the needs of children and young people are identified and assessed and that appropriate support strategies are provided. If additional specialist advice and support is required, the appropriate external agencies are contacted.
- We recognise the importance of early identification and assessment of children with special educational needs. In particular, parents know their children best and it is important that we listen and understand when parents express concerns about their child's development. Additionally, we will listen to and address any concerns raised by children and young people themselves.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational needs provision.
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.
- Every teacher is a teacher of every child or young person including those with SEN

## Arrangements for co-ordinating the provision of education for children and young people with special educational needs and disability

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The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN, including those with statements and Education and Health Care (EHC) plans
- advising staff on the provision of SEN support and classroom strategies.
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising and working closely with parents/carers of students with SEN
- liaising and working closely with student support officers of students with SEN.
- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Initiating ks2-3;ks3-4 and ks4-5 transition support for students with SEN
- being a key point of contact with external agencies for SEN referrals, including the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- working with SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring the accurate upkeep of SEN records for all students with SEND
- providing professional guidance and training opportunities to colleagues

## Identifying Special Educational Needs

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### **Transitions between KS2 and KS3**

The SENCO will liaise with SENCOs from feeder schools prior to admission. Visits to the feeder school will be arranged and the SENCO will meet new students and key members of staff to gather information to support a smooth transition to secondary school. The SENCO will relay information and specific classroom strategies to staff at the start of each new term (INSET). Students with statements and/or those who are vulnerable will be invited to visit Blackfen during the Summer term to meet OASIS staff, including TA key workers. They will also be invited to attend our OASIS Transition Tea Party, an annual event which is hosted by our current year 7 students.

Children in Year 7 with a specific professional diagnosis of SEN will be placed on the SEN register and parents informed about their progress on a regular basis. All students in year 7 are assessed for Reading and Spelling ages. Students with levels significantly below their chronological age are timetabled a weekly Literacy group. Groups are small in size and focus on raising literacy levels.

These early collaborative partnerships enable staff at Blackfen to gather a holistic view of the child, plan personalised interventions, recommend appropriate peer groupings and ultimately develop productive relationships with the children and their families.

### **When there has been no prior SEN need identified**

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Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Staff appraisal and faculty reviews enable scrutiny of the quality of teaching for all students, including those at risk of underachievement.

Subject teachers, supported by Faculty Leaders and the Senior Leadership Team make regular assessments of progress for all students. These assist in identifying students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress will be high quality teaching targeted at the student's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, student and their parents/carers will use a graduated approach to gather evidence whilst putting into place interventions designed to secure better progress, where required.

In deciding whether to make special educational provision, the teacher and SENCO will consider information gathered about the student's current levels of attainment, alongside national data

and expected levels of progress. Additionally, early discussions with students and their parents/carers will enable a good understanding of the student's areas of strength and difficulty. This will allow agreement of outcomes to improve progress in learning and help determine the support that is required. Consideration will be given here, to whether support is additional to provision made generally to children of their age.

For higher levels of need, the school will draw on more specialised assessments and guidance from external agencies and professionals such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and School Health and therapists (including speech and language therapists, occupational therapists and physiotherapists as necessary). However support is provided, there will be a date for reviewing progress with the student, parent/carer, teacher and SENCO. The purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. If it is decided that the student does have SEN, arrangements for appropriate special educational support will be made through the school's approach to SEN support.

## SEN Support – A graduated approach

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The SEND Code of Practice (2014) describes four broad categories of need:

**Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN). This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which may impact how they relate to others.

**Cognition and Learning:** Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific areas of learning such as dyslexia, dyscalculia and dyspraxia.

**Sensory and/or Physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children and young people with Vision Impairment (VI), Hearing impairment (HI), Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning or rehabilitation support. Some children and young people with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

**Social, Emotional and Mental health difficulties:** A wide range of social and emotional difficulties can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Where a student is identified as having SEN, action will be taken to remove barriers to learning and put effective special educational provision in place. The SEN support will take the form of a four-part cycle (the graduated approach), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

The graduated approach consists of the following actions:

- 1) **Assess:** The subject teacher, working alongside the SENCO, should carry out an analysis of the student needs, including:
  - teacher's assessment and experience of the student
  - previous progress and attainment
  - individual development in comparison to peers and national data
  - the views and experiences of parents
  - the student's own views
  - advice from external support services or professionals from social and health services if already involved
- 2) **Plan:** When providing a student with SEN support, the parents/carers will be formally notified. The teacher and SENCO will agree, in consultation with the parents/carers and student, the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, with date for review. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Plans will seek parental involvement to reinforce or contribute to progress at home.
- 3) **Do:** The subject teacher will remain responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the subject teacher in further assessment of the child's strengths and weaknesses and advise on the effective implementation of support.
- 4) **Review:** The effectiveness of the support and interventions and their impact on student progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated along with the views of the student and their parents/carers. The subject teacher, working with the SENCO, student and parents/carers, will revise the support in light of the student's progress and development or removal from the SEN register. Where a student has a statement or EHC plan, the review process will occur during the annual review meeting.

## Blackfen's Provision for children with special educational needs

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- Additional support is available to provide one-to-one or small group tuition for children and young people with a Statement of Special Educational Needs, for students with an identified specific Learning difficulty or for those with delayed literacy levels.
- Children with a Statement of Special Educational Needs, or identified special needs, will receive in-class support from a Teaching Assistant.
- Children with EAL, who also have special educational needs, will receive some in-class TA support.
- Students with SEN have a more personalised curriculum to match their individual needs.

## Requesting an Education, Health and Care (EHC) needs assessment

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Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the School, Health Care, Social Care, parents/carers or young person (over the age of 16) should consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision, the local authority will expect to see an evaluated School Based Support Plan that has been in place for at least 4 terms as part of SEN support.

## Supporting students and families

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An Information report about provisions offered for children and young people with SEND can be found on the school's website <http://www.blackfen.bexley.co.uk>

Students and their parents/carers can find additional guidance and support through Bexley's local offer: <http://www.bexleylocaloffer.uk>

## Accessibility and support for students with medical conditions

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Blackfen School for Girls recognises that students at school with medical conditions should be appropriately supported to ensure they have full access to education, including after school clubs, cultural activities, school trips and physical education. Children and young people with medical conditions will have individual support strategies which will be shared with all staff.

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). Blackfen School for Girls is accessible for disabled students and has qualified first-aiders across the school. Laptops are available for children with communication difficulties, specific learning difficulties or temporary disabilities where available. Children and young people with temporary disabilities can also access a support room provision in OASIS.

Some students with medical conditions may have special educational needs or a statement or EHC plan which brings together education, health and social care needs. Statutory practice will be followed as outlined in the SEND Code of Practice (2014)

Children and young people with SEND are regarded as full members of our school community and provision is inclusive. Children and young people have full access to the environment, resources, staff and activities.

## Arrangements made relating to the treatment of concerns and complaints from parents of children with special educational needs concerning the provision.

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Any concerns or complaints about SEND provision should be initially addressed to the SENCO who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the general complaints procedure.

Review date: Annually