

# Special Educational Needs and Disability (SEND) Policy

(Statutory)

**Reviewed/Approved by Full Board of Trustees on: 28/03/2023**

**Review Cycle: Annually**

**Review Date: Spring Term 2024**

## **What legislation, policy documents and other guidance relate to this policy?**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- The Burgate School and Sixth Form SEN Information Report can be accessed [here](#)
- The Hampshire Local Offer:  
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- Statutory Guidance on supporting pupils at school with medical conditions December 2015
- The National Curriculum in England framework document December 2014
- SEN Support – Guidance for early years providers, mainstream schools and colleges to support children and young people who do *not* have an Education, Health and Care (EHC) plan, November 2018
- Relationships and Sex Education and Health Education (mandatory from September 2020) (Section 33 - tailored, accessible content for SEND pupils)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards

## **Who is responsible for this policy?**

- The Board of Trustees, the Leadership Team and the Special Educational Needs Coordinator (SENCO). This policy was created by the school's SENCO and the SEND Trustee in liaison with the school's Leadership Team, teachers, Learning Support Assistants and parents of students with SEND. This policy was co-produced by all stake-holders and relevant parties in the spirit of the 2015 reforms which advocate a whole school and inclusive approach to SEND.

## **Who is responsible for managing SEND provision at The Burgate School and Sixth Form?**

- The SENCO at The Burgate School is Philip Brennan who can be contacted on 01425 652039 or [pbrennan@burgate.hants.sch.uk](mailto:pbrennan@burgate.hants.sch.uk). The SENCO has completed the National Award for SEN.
- The school's SEND Trustee is Wendy Gregoire.
- The SENCO is a member of the school's Extended Leadership Team and is line-managed by Heidi Shering (Deputy Headteacher) who is a member of the school's Leadership Team.

## **Policy Statement**

- Our vision is that we want every student to enjoy their learning and feel valued for who they are. We value the differences and diversity that exist within the school community. We promote inclusion and aim to meet the needs of the whole child by removing barriers to learning, raising student self-esteem, building student confidence, developing student independence and providing quality first teaching within a relevant tailored curriculum. This policy is based on the published ethos, aims and objectives of the school and the desire to build a school community in which every individual is valued and enabled to achieve his or her full potential.

## **Roles and Responsibilities**

- Every teacher is a teacher of every child or young person including those with SEND. All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from LSAs or specialist staff.
- The Headteacher has overall responsibility for SEND. The SENCO is responsible for ensuring that the school policy and other requirements outlined in the Code of Practice and other relevant documents (see above) are implemented as effectively as possible.
- The Trustee with responsibility for SEND monitors provision, offers support as necessary and reports to the Board of Trustees each term.

## **AIM**

The aim of The Burgate School is to raise the aspirations of and expectations for all students with SEND. We aim to provide a focus on outcomes for students (via quality first teaching in the classroom, supported by the SEND department) and not just hours of provision/support.

## **OBJECTIVE**

1. To identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice.
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.
5. To provide support and advice for all staff working with students with special educational needs.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

To identify students with special educational needs we will:

- liaise closely with junior schools and feeder schools in order to find out as much background information about students.
- encourage parents to come in and talk about their child’s background, needs and strategies that help.
- use a range of screening tools when students arrive at The Burgate School to identify strengths and needs.
- observe students in lessons and gather evidence from teachers.

- Seek specialist opinion from outside professionals such as psychologists, therapists or other professionals who can provide us with further information and guidance.
- monitor students’ academic and social progress closely and regularly via teachers and Learning Support Assistants.
- use the SEN Support guidance published by Hampshire as well as guidance from the Department for Education and other professionals to make decisions about the type of support we give to students.

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At The Burgate School we identify the needs of students by considering the needs of the whole child, not just the special educational needs of the child or young person. However, the SEND Code of Practice identifies four broad areas of need:

<b>Communication and Interaction</b>	SLCN: Speech, Language and Communication Needs ASD: Autism Spectrum Disorder
<b>Cognition and Learning</b>	MLD: Moderate Learning Difficulties SLD: Severe Learning Difficulties SpLD: Specific Learning Difficulties (dyslexia, dyscalculia, dyspraxia)
<b>Social, Emotional and Mental Health Difficulties (SEMHD)</b>	Which may manifest as anxiety, depression, self-harming, substance misuse, eating disorders, ADD (attention deficit disorder), ADHD (attention deficit hyperactive disorder), attachment disorder
<b>Sensory and/or physical needs</b>	VI: Vision impairment HI: Hearing impairment MSI: Multi-sensory impairment PD: Physical disability

In addition, we recognise that a large number of students will have needs relating to neurodiversity that often overlap and that this atypical processing can sometimes give someone unusual skills and abilities that are more likely to be accessed if the school accommodates the neurodiversity.

The following are not considered to be SEN, but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

In addition:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN
- Slow progress and low attainment do not necessarily mean that a child has SEN

## **A Graduated Approach to SEN Support**

The Burgate School follows an 'Assess-Plan-Do-Review' model in its approach to supporting students with SEN. This is known as the graduated approach.

- The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching the school provides.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support 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.
- When deciding whether to make special educational provision, the process involves the teacher and the SENCO considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- For higher levels of need, we will draw on more specialised assessments from external agencies and professionals such as educational psychologists, specialist teacher advisors, outreach support workers from special schools, and medical and social care professionals.
- Students are placed on the SEND register after careful analysis of their level of need, consultation of Hampshire's guidance for students to be categorised as 'SEN Support' or in need of an Education, Health and Care Plan (EHCP), and following conversations between staff, parents and the student. An Individual Learning Plan (ILP) is then written collaboratively by the school, parents and the student. This document outlines the support the student will receive and strategies staff should use. The ILP forms the basis of the ASSESS – PLAN - DO – REVIEW cycle.

## **MANAGING STUDENTS NEEDS ON THE SEND REGISTER**

- Students with the most need will have an Individual Learning Plan (ILP). ILPs are co-produced by the student, SEND staff and parents. Teachers are encouraged to comment on and annotate ILPs regularly in order to keep them up to date, relevant and realistic. Teachers are expected to implement the advice on ILPs in their lessons and to liaise closely with the SEND department in order to establish the most effective teaching strategies to support individual student's needs. Teachers hold the responsibility for evidencing progress according to the outcomes described on ILPs and teachers report progress termly in line with the school's assessment cycle.
- The SENCO is responsible for managing ILPs and SEN provision in school. SEND department staff will meet at least termly to review ILPs with students.
- Students with Statements/EHCPs or SEN Support will be met with on a termly basis, together with their parents and relevant teachers to review progress.
- The level of SEND provision is decided when all the relevant evidence, assessments and views have been gathered. Guidance from Hampshire County Council and the SEND Code of Practice is followed.
- If we are unable to fully meet the needs of a student through our own provision arrangements, we will evidence this through the ILP, meetings with parents and professionals and via the school's assessment cycle.

- If there are ongoing concerns about a student's progress and all the school's strategies have been exhausted, we will engage additional support/specialist services such as educational psychologists and specialist teacher advisors. Students and parents will be part of any decision to engage outside agencies.
- Students may exit the SEND register if progress is in line with national expectations and parents and teachers agree that there is no further need for additional support.

### **SUPPORTING STUDENTS AND FAMILIES**

1. The Burgate School welcomes all students between the ages of 11 and 18 who meet the criteria set in the school's Admissions Policy, including those with special educational needs and disabilities.
2. Students with SEND are invited to attend an enhanced 'Headstart' transition programme when they are in Year 6 if it is felt they would benefit. Students who may struggle with transition from KS3 to KS4 or from KS4 to KS5 are offered additional support by the school's pastoral team and SEN department.
3. We encourage close collaboration and partnership with students and their families. In addition to the assessment cycle, we aim to provide regular opportunities to communicate via phone, email and meetings.
4. Students with SEND are tested at the end of Year 9 to establish whether they are able to access exams and other assessments. The SENCO is responsible for coordinating this. An accredited in-house assessor carries out the testing.
5. The Burgate School and Sixth Form SEN Information Report can be accessed [here](#):
6. Links with other agencies to support the family and student include: Hampshire Educational Psychology Service, Specialist Teacher Advisors for autism; speech, language and communication; and half termly SENCO meetings with local secondary schools.
7. The Hampshire Local Offer is available at:  
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

- The Burgate School recognises that students 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.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice is followed.
- Medical Support is provided by a team of trained staff. There is close liaison with specialist nurses from local health authorities, regular training and a close working relationship with The School Nursing Service. Parents are invited to meet the team to plan inclusion. When necessary they are asked to complete alert sheets for their child and provide medication/specialist equipment.
- Training for all staff on medical issues and Health and Safety is delivered regularly.
- Please contact the school office for a copy of the school's policy on managing the medical conditions of students.

## **MONITORING AND EVALUATION OF SEND**

- The progress of students with SEND is tracked in line with all students using the school's assessment procedures. In addition, the progress of students with SEND is monitored closely by staff and the effectiveness of any extra support or interventions provided is measured using classroom observations, conversations with the student and various assessments. LSAs meet regularly and discuss the progress of students with SEND. The SENCO meets regularly with the Leadership Team to evaluate provision and he attends termly trustees' meetings to report on the effectiveness of current provision for students with SEND. The SENCO also plans strategically with the SEND trustee in line with the latest research, initiatives and legislation. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

## **TRAINING AND RESOURCES**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. The SEND department runs regular training sessions for teachers. Whole staff training on SEND is delivered as part of the school's INSET.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The Burgate School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.
- The school's SENCO regularly attends local SENCO network meetings in order to keep up to date with regional and national updates in SEND.
- The SENCO has Nasen membership.
- The SENCO and the SEND department maintain links with local secondary schools and feeder schools.
- Learning Support Assistants receive regular opportunities for training and their performance and effectiveness is monitored through the school's Performance Management systems.
- The SENCO and other specialist agencies deliver regular whole school CPD.

## **FURTHER ROLES AND RESPONSIBILITIES**

- The role of Learning Support Assistants is to liaise closely with teachers in order to support individual students and small groups of students with SEND to achieve their full potential; to promote the inclusion of SEND in the mainstream classroom and to remove barriers to learning for students with SEND. LSAs are managed by the SENCO, Learning Support Manager and the SEN Manager.
- The Deputy Headteacher with responsibility for SEND is the Designated Safeguarding Lead for the school.
- The Learning Support Manager is in charge of student health and welfare and manages the school's responsibility for meeting the medical needs of students.

## REVIEWING THE POLICY

- The Burgate School’s SEND Policy is reviewed annually by the SEND department, teachers, the Leadership Team, parents and trustees. It is reviewed via a process of consultation and discussion by all stakeholders with the Board of Trustees giving final approval.

## ACCESSIBILITY

- The school is aware of its Statutory Responsibilities: The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school.
- Students with SEND participate fully in the wide range of clubs and activities we offer at The Burgate School. We strongly support inclusion when it comes to extra-curricular activities and school trips. We value the contributions all students make to school life and we will do everything we reasonably can to remove any barriers to participation.
- We always involve parents fully in the decision making and planning for any trips or activities. Key staff and mentors will liaise closely with parents
- Much work has been done over the last few years to update and improve the infrastructure of the school. The library has a lift to access two upstairs computer rooms. A stairlift has recently been fitted in the main school building so that the upstairs is now accessible. Disabled toilets are available in the main school block on the ground and first floor, in the science block, Wheeler Building (ICT and library) and in both Sixth Form buildings. There is a disabled parking bay at the front of the school and in the Sixth Form car park. Ramps and dropped kerbs have been fitted. We liaise closely with specialist advisers (e.g. hearing and physical difficulties) who instruct staff on how to use equipment. Regular risk assessments are carried out liaising closely with Hampshire County Council.

## DEALING WITH COMPLAINTS

- Parents who are not satisfied with the school’s provision for their child should write to the Headteacher in the first instance, explaining the nature of their concerns. If necessary, the Board of Trustees can be involved. If the matter cannot be resolved, parents are entitled to pursue the matter through the external complaints procedure set out on page 245 of the SEND Code of Practice.

## Glossary of SEND terms

SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
LSA	Learning Support Assistant
LSB	Learning Support Base
ELSA	Emotional Literacy Support Assistant
ILP	Individual Learning Plan
EHCP	Educational, Health and Care Plan
DfE	Department for Education
EAL	English as an Additional Language
LAC	Looked After Child
DDA	Disability Discrimination Act

**Date reviewed/approved by the Board of Trustees: 28 March 2023**