

Special Educational Needs and Disability (SEND) Policy

(Statutory)

Reviewed/Approved by Full Board of Trustees on: 1 April 2025

Review Cycle: Annually

Review Date: April 2026

Policy Statement

We want every student to enjoy their learning and feel valued for who they are. We value kindness, curiosity and ambition. We value the differences and diversity that exists within our school community. We promote inclusion and aim to meet the needs of the whole child by removing barriers to learning, raising student self-esteem and developing independence through Quality First Teaching and adaptive teaching strategies.

[Curriculum | The Burgate School](#)

Who is responsible for this policy?

The Board of Trustees, the Leadership Team and the Special Educational Needs Coordinator (SENCO). This policy was created in liaison with the SENCO, the SEND Link Trustee, the Leadership Team, teachers, the SEND Team and parents of students with SEND. All stake-holders and relevant parties were consulted 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 Emma Strike SENCO@burgate.hants.sch.uk.
- The school's SEND Trustee is Wendy Gregoire.
- The SENCO is line-managed by Heidi Shering (Deputy Headteacher)

Roles and Responsibilities

- Every teacher is responsible and accountable for the progress and development of the students in their class, including those with SEND and 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 are implemented as effectively as possible.

[SEND Code of Practice January 2015.pdf](#)

- The Trustee with responsibility for SEND monitors provision, offers support as necessary and reports to the Board of Trustees.

AIM

The aim of The Burgate School and Sixth Form is to raise the aspirations and expectations for all students with SEND. We aim to provide a focus on outcomes for students through adaptive and Quality First Teaching (QFT) in the classroom, supported by the SEND department.

OBJECTIVES

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice.
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- 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 primary schools (and previous schools, in the event of mid-year transfers) in order to ensure a smooth transition.
- encourage parents to meet with the team and share their child’s background, needs and strategies that support their learning.
- use a range of screening tools (including base line assessments and the NGRT Reading Tests) to identify strengths and needs.
- observe students in learning 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 progress, engagement to learning and attendance closely and regularly via teachers and LSAs and the pastoral team.
- use external SEN Support guidance to make decisions about the type of support we give to students.

At The Burgate School and Sixth Form we strive to identify the needs of students by considering the needs of the whole child, not just the special educational needs. However, the SEND Code of Practice supports and identifies four broad areas of need:

Communication and Interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum have needs that fall in this category.
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	SLCN: Speech, Language and Communication Needs ASD: Autism Spectrum Disorder
Cognition and Learning	<p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SpLD), which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Mild and Moderate Learning Difficulties (MLD) <p>Students with learning difficulties have a different pace of learning and understanding of new concepts compared to their peers.</p>
Social, Emotional and Mental Health Difficulties (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder. • Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder • Suffered Adverse Childhood Experiences (ACES) which may manifest as anxiety, depression, self-harming, substance misuse, eating disorders. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by a student becoming withdrawn or isolated.</p>
Sensory and/or physical needs	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as Vision Impairment (VI), Hearing Impairment (HI) or Multi-Sensory Impairment (MSI) • A Physical Impairment (PI)

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 (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a LAC / PLAC (Previously) 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 and Sixth Form follow 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.
- Quality First Teaching, adapted to the needs of the individual, is the first step in responding to students who have or may have SEN.
- When deciding whether to make special educational provision, the process will involve the classroom teachers 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 written collaboratively. This document outlines the support the student will receive and strategies school and home 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, staff and parents. All stakeholders are encouraged to comment 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 team 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. The SEND team meet regularly to review ILPs with students.
- Students with an EHCP or SEN Support will meet 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

- The Burgate School and Sixth Form 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.
- In liaison with the primary school, Year 6 students with SEND are invited to attend an enhanced 'Headstart' transition programme into Year 7. 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 SEND Team.
- We encourage close collaboration and partnership with students and their families. In addition to the assessment cycle, we encourage regular opportunities to communicate via phone calls, email and meetings.
- 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.
- The Burgate School and Sixth Form SEND Information Report can be accessed [here](#):
- 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.
- 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 and Sixth Form recognises that students with medical conditions should be supported so that they have access to a full time education, including school trips and physical education. Some children with medical conditions may be registered disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students may also have SEN and/or an EHCP 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.

[Medicines in Schools and Supporting Students with Medical Conditions Policy.docx](#)

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. The SEND Team meet regularly to discuss the progress of students with SEND. The SENCO meets regularly with the Leadership Team to evaluate provision and attends Trustees' meetings (as required) to report on the effectiveness of current provision for students with SEND. 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 Learning, all staff are required undertake training and keep their learning up to date. The SEND Team lead on bespoke training sessions for teachers. Whole staff training on SEND is delivered as part of the school's CPD programme and is embedded through the whole school adaptive teaching approach.
- All new teachers and LSAs undertake an induction programme, which includes a session with the SENCO to explain the systems and structures in place around the school's SEND provision and practice.
- The Leadership Team, with middle leaders and the SENDCO undertake termly teaching and learning audits with a focus on the academic and pastoral progress of our students with SEND. 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 SENCO regularly attends local SENCO network meetings in order to keep up to date with regional and national updates in SEND.
- The SEND Team maintain links with local secondary schools and primary schools.
- The SEND Team 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 whole school CPD, where required.

FURTHER ROLES AND RESPONSIBILITIES

- The role of the SEND Team is to liaise closely with teachers in order to support individual students and small groups of students with SEND to achieve their potential; to promote the inclusion of SEND in the classroom and to remove barriers to learning for students with SEND.
- The SEND Team is managed by the SENCO and comprises of the Learning Support Manager, the EAA co-ordinator and LSAs
- 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.
- The Deputy Headteacher with responsibility for SEND is the Designated Safeguarding Lead for the school.

ACCESSIBILITY

- The school is aware of its Statutory Responsibilities: The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities 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. [Accessibility Plan.docx](#)
- Students with SEND are given the opportunity to participate fully in the wide range of clubs, activities, trips and visits on offer at The Burgate School and Sixth Form. We strongly support inclusion and value the contributions all students make to school life. We strive to ensure we do everything we reasonably can to remove any barriers to participation.
- We involve parents fully in the decision making and planning for any trips or activities. Key staff and mentors will liaise closely with parents.
- The Learning Hub has a lift to access two upstairs classrooms. The main school building has a stairlift enabling access the first floor. Inclusive toilets are available throughout the school and sixth form.
- 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, in line with our complaints procedure.

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: (Section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- 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
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to endorse an inclusive environment rid of discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- Relationships and Sex Education and Health Education (mandatory from September 2020) (Section 33 - tailored, accessible content for SEND pupils)
- Safeguarding Policy
- Accessibility Plan

Date reviewed/approved by the Board of Trustees: 1 April 2025