



## Special Educational Needs and Disability Policy (SEND)

Revised in line with the new Code of Practice

2014-2016

Subject to Approval

Drafted by:	Deputy Headteacher
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Person to initiate review:	Deputy Headteacher

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*This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.*

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014 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 (September 2014)

Statutory guidance on supporting pupils with medical conditions April 2014 Safeguarding Policy  
Teacher Standards 2012

This policy has been co produced by the SENCO, the SEN Governor in liaison with SLT, staff, pupils and parents of pupils with SEND.

### SENCO

Ms. Hart

Special Educational Needs Coordinator

Bishop Stopford's School

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Telephone number: 020 8804 1906

Qualifications:

SENCO Qualification

MA

NPQH

Line manager: Mr Siaw (Deputy Headteacher)

## **A Stopfordian Education**

This is a school where academic performance is central to all we do, but we also seek to nurture each student's spiritual, moral, emotional and physical development. We aim to prepare young people for adult life.

There are three main features of Bishop Stopford's School that combine to distinguish it from other schools:

- Our focus on the whole child
- Our well-established and successful house system
- Our commitment to being a Christian community of love and learning.

We strive for excellence. Central to our ethos is the happy relationships between teachers and their students, both in and out of lessons. This inspires passion for academic subjects. With a strong academic record, we provide a rich programme of activities which caters for all interests.

We aim that our students should develop their qualities of inner strength, ambition, flexibility and compassion. We believe that self-discipline and a respect for learning are essential for high standards of achievement.

### **What type of school are we?**

Bishop Stopford's School is a mixed Church of England Comprehensive school. We welcome pupils' from all faiths. The school admits pupils from 11 – 18.

At Bishop Stopford's we endeavour to make available inclusive provision to ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

## **SEND Admissions**

Children who have a statement of Special Educational Needs or an EHC Plan will be offered a place at our school if it is named in their statement of Special Educational Needs or on their EHC Plan.

Bishop Stopford's School will consider applications from parents of children who have SEN, but do not have a statement of Special Educational Needs or an EHC Plan on the basis of the schools published admissions criteria, as part of the normal admissions procedure.

### **Aims and objectives 'Every teacher is a Teacher of Special Educational Needs and Disability'**

#### **Aims**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievements with focus on outcomes
- Support all students to excel by offering different pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

#### **Objectives**

1. To identify and provide for pupils who have Special Educational Needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To provide support and advice for all staff working with Special Educational Needs Pupils

## **Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for pupils with SEND is Ms Hart (SENCO).

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Identifying Special Educational Needs**

There are 4 broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical.

These 4 broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action Bishop Stopford's School needs to take to ensure barriers to learning are removed.

The following list is not considered to be a Special Educational Need but may still impact on progress and attainment:

- Disability (the Code Of Practice outlines the 'reasonable adjustment' duty for 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 servicemen/woman
- Behaviour

### **Identification**

Pupils who have special educational needs are identified and their needs determined in a number of ways:

- Records from previous schools, including KS2 information – SATs
- Literacy screening (NGRT)
- Information derived from CATs scores
- Speech, Language and Communication screening (Language Link)
- Individual literacy assessments
- Bishop Stopford's staff referral
- Information provided by parents and external agencies
- Student's self-referral
- Half term data collections are collated and analysed
- Individual assessments of midterm admissions.

# **A graduated approach to Special Educational Needs – Every Teacher is a teacher of SEN**

At Bishop Stopford's we aim to ensure that all SEN learners are able to make expected progress. The SENCO collaborates with Heads of Year, Heads of Department/ Faculty and Senior Leadership Team to oversee and plan for the needs of all SEND learners.

We regularly track progress data (academic, emotional and behaviour) as well as individual assessments to identify interventions and then evaluate the effectiveness of the interventions offered.

The school's provision map outlines the support on offer. We use the 'Wave' approach.

## Wave 1 – First Quality Teaching 'The baseline for all pupils'

- The effective inclusion of all young people in high-quality lessons
- 'Reasonable adjustments' and differentiation implemented by the classroom teacher to ensure all SEND learners can access the curriculum. These might be differentiated resources, modelling/scaffolding of work, LILAC interventions, and demonstrations and differentiated seating plans.

## Wave 2

- If students are not making expected progress at Wave 1 students may receive a small group intervention. These are timely interventions to enable learners to catch up with their expected level of progress.

## Wave 3

- Students who may have more complex exceptional needs will have on-going and targeted interventions. Students may receive one to one support in some instances or they may receive support from an outside agency.

Progress is continually monitored and evaluated.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where students access support from learning mentors, or other specialised staff.

High quality teaching is the first step in responding to students who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. In some cases students with SEND will have had medical or educational assessments designed to identify their area of need and reports on how parents and guardians, and external experts can contribute to helping them make progress.

The school regularly reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils, this may include knowledge of the SEND categories most frequently encountered, in school.

Progress is monitored by the Head of Year, Head of Department and subject teachers during assessments and Data collections. This information is sent to parents on a termly basis.

The SENCO monitors the academic progress of SEN students and the information is used to inform provision mapping. Provision mapping is a menu of interventions we use to ensure our learners make good progress. If a student requires an intervention we contact parents to discuss this by letter or a phone call home.

Following any intervention progress is mapped.

The SENCO will coordinate regular review meetings with all key stakeholders to discuss student progress – academic and emotional needs.

We also offer parents the opportunity to engage with organisations like Enfield SEND IASS (Information Advice and Support Services).

At Wave 2 the school:

- Provides in-class learning support across the curriculum
- Implements reading interventions such as Ruth Miskin Literacy, Data Pac and Catch up Literacy to support learners with specific learning difficulties
- Implements Numeracy Catch up programme
- Implements Speech, Language and Communication groups
- HLTA's and Learning Mentors implement Nurture group support (Learning Zone)
- Homework Club
- Breakfast Club
- Break time games club
- Arrange exam access arrangements for some SEND pupils such as separate invigilation, rest breaks, extra-time, a reader and/or a scribe. Access to a word processor, transcribing of pupils work and enlarging exam papers
- Learning Support Unit provision from September 2014.

## **Learning Mentor**

The Learning Mentor facilitates group interventions for:

- Transition
- Social skills
- Self-esteem
- New beginnings
- Footsteps
- Support for Nurture Group
- Anger management
- One to one support
- Peer mentoring

### **Once an SEN is identified four types of action will be put into place:**

#### **Assess**

When deciding whether to make any special educational provision an assessment will take place which will involve the SENCO, information on the students' progress alongside national data and expectations. For higher levels of need we use a range of specialised assessments as well as support from external agencies and professionals. Views of the child and their parents are also taken into consideration.

#### **Plan**

When any student is being provided with targeted SEN support their parents will be notified, normally by letter, but usually with a phone call as well. Parents can also come into school to discuss their child's package of support. Pupils are also informed of their support package.

Teachers and other staff who work with that child will be informed of any additional needs and strategies suggested. This will be recorded on the SEND Information list, which can be found in the shared area, Bromcom and the SEND notice board.

## **Do**

The subject teacher will remain accountable and responsible for the SEND child in their lessons. Even when interventions involve groups or one to one teaching subject teachers still retain this responsibility and assess the impact of interventions.

## **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with Data collections.

The impact of any support provided along with views of the child and their parents should feed back into the analysis of the student's needs.

## **Managing Pupils Needs on the SEN Information list – single category of SEN support.**

### **Bishop Stopford's request for a Statutory Assessment**

In a small number of cases a pupil's Special Educational Needs will, despite the extra provision have demonstrated a significant cause for concern. The SENCO will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory assessment of the pupils needs. (Parents can also request a Statutory assessment).

The decision to make a referral for an Education, Health and Care Plan will be taken following discussions with parents and outside agencies.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals
- 

## **Information**

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets will form a basis for the profile. A decision will be made by a group of professionals from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

[www.enfield.sendlocaloffer.org.uk](http://www.enfield.sendlocaloffer.org.uk)

Other contacts: Enfield SEND IASS (Information Advise Support Service)

020 8373 2700

## **Education, Health and Care Plan (EHC Plan)**

1. Following Statutory Assessment, an EHC Plan may be provided by Enfield Council, if it is decided that the needs of an individual are being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## Exiting the SEN Information list

Pupils are exited from the SEN register if they no longer have a significantly greater difficulty in learning than the majority of pupils the same age.

- Information is gathered from interventions, data collections, and positive and negative behaviour points on Bromcom and outside agency advice.
- Parents and pupils and SEND Department discuss pupil progress
- Parents and pupils are informed of any pupils exit from the SEND Information List.

### Supporting Pupils and Families

- SEN Information Report – *Bishop Stopford's School Website*  
<http://www.bishopstopfords.enfield.sch.uk/pastoral-2/special-educational-needs/>
- Admissions arrangements for all pupils including those with SEN – *Bishop Stopford's School Website*  
<http://www.bishopstopfords.enfield.sch.uk/about-our-school/admissions/>

The Local Authority SEND Offer can be found at:

[http://www.enfield.gov.uk/info/1000000731/local\\_offer\\_for\\_special\\_needs\\_and\\_disabilities](http://www.enfield.gov.uk/info/1000000731/local_offer_for_special_needs_and_disabilities)

- Enfield SEND IASS (Information Advice and Support Service) 020 8373 2700
  - Contact a family – Phone number 020 7608 8701
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- To ensure that all pupils are able to access exams, we often test them to see if they are eligible for special considerations which could include extra time, scribe and/or reader.
  - Transition support can be found on the schools website – SEND information Report
  - Anti Bullying Policy can be found on the schools website
  - Supporting pupils with medical conditions
  - The school recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with duties under the Equality Act 2010
  - Some may also have SEN and may have a statement of Special Educational needs or Education, Health and Care Plan which brings together health and social care
  - Medical information can be found on the school's website – managing medicines and supporting pupils with Medical Needs Policy.

## Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN Provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given the opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Parents can access the SENCO regularly. Further feedback from parents can be given at any time through email, phone calls, letters or face to face meetings.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCO in consultation with the Deputy Headteacher and link SEN Governor. Information is gathered from different sources such as pupil and parent surveys/parent evenings/coffee morning report feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Accessibility**

The DDA 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 pupils and to implement their plans. The Equalities Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils  
For further details of the accessibility plan see the school website policies.

## **Complaints procedure**

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

## **In Service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through school based and local authority based INSET.

- NASEN Membership
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## **Working in Partnerships with parents**

Bishop Stopford's School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

## **Roles and responsibilities**

### **SENCO**

Ms C. Hart

### **SEN Governor**

Mrs Kathryn McLoughlin

### **Teaching Assistants:**

Mrs Sharon Collins	HLTA
Mrs Gig (Kyriaki) Sofroniou	HLTA (Part-time - 6)
Mrs Margaret Byrne	Progress Support Assistant
Mr Henry Amankwah	Progress Support Assistant
Mrs Helen Otchere	Progress Support Assistant
Ms Rebecca Finch	Progress Support Assistant
Ms Levi Hill	Apprentice Inclusion Support Assistant (part-time - 8)

Mr J Seabrook (in charge of safeguarding)  
Ms C. Hart (Looked After Children – LAC)  
Mrs O. Dennis (in charge of Medical Needs)

## **Reviewing policy**

The SEND Policy is reviewed annually

## **Appendices**

- SEN Information Report
- SELF Help guide