

A SPECIALIST STE<sup>3</sup>M SCHOOL ~ WHERE PEOPLE THRIVE



KIRK EDGE ROAD ~ WORRALL ~ SHEFFIELD S35 0AE

## **Special Educational Needs And Disability Policy**

**March 2016**

## **Bradfield School Special Educational Needs and Disability Policy**

**The School is committed to providing appropriate and relevant learning opportunities for all its students.**

Meeting special educational needs is the responsibility of the whole school and requires a collaborative approach involving staff, student, parents and relevant support services.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 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 (June 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The Code of Practice will inform all aspects of identification, assessment, monitoring and review of special educational needs at Bradfield School.

### **1: Introduction**

The members of staff with responsibility for managing additional needs support ensuring that the provision we make meets the needs of students and young people with SEND at Bradfield School are:

Inclusion Manager                      Claire Fletcher (SENCo)

Standards Mentors                      Elaine Barber (SEND)

SEND Governor                          Julie Gill

Our aim:

- **To ensure that Bradfield School provides an inclusive environment where all young people achieve their potential**

Our objectives:

1. To adhere to all procedures relating to Child Protection and Safeguarding
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To develop a dedicated team, able to deal sensitively and effectively with students' additional needs
4. To engage parents and carers in all aspects of their child's assessment
5. To develop and maintain effective transition arrangements between key stages
6. To raise whole staff awareness of the nature and range of additional needs
7. To develop inclusive thinking in all members of the school community
8. To develop and maintain strong links with external agencies
9. To develop effective assessment and referral procedures to ensure early identification

### **Philosophy**

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across Bradfield School to ensure that we take positive action and ensure appropriate provision through curriculum planning, delivery and assessment for students of differing abilities, alongside encouraging students to be involved in their own learning and to be aware of their targets.

## Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Bradfield School regards students as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA

Students 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.

## Definition of disabled

See: [Equality Act 2010](#)

*A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

SEND provision at Bradfield School is characterised by

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- working cohesively with parents and carers
- good communication
- tracking and monitoring of students progress
- focus on outcomes for students and not just hours of provision/support
- raised aspirations of and expectations for all students with SEND
- close working relationships with outside professionals
- class teachers retain responsibility for students with SEND and their provision
- smooth transition for all students with SEND

## 2: Identifying Special Educational Needs

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Bradfield School we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

## Transition Arrangements and Liaison with Feeder Schools

Students with special needs are initially identified through transition arrangements and the Key Stage 2 to Key Stage 3 induction programme.

Where possible, the Inclusion Manager and / or the SEND Standard Mentor visit all feeder schools to talk to new students and their teachers. Information is shared, including from any outside professionals working with the students, about any child who has been identified as having, or previously having, a SEND. Usually the annual reviews of Statemented students in Year 5 and Year 6 prior to transfer from primary school are attended. Relevant information is disseminated to teaching staff before transfer. All Year 6 students attend two induction days in the summer term.

With Post 16 transition the Head of Sixth Form is responsible for ensuring information is gathered from external schools and shared appropriately with the Inclusion Manager and the sixth form tutors and teaching staff. Where students have SEND support needs, provision is planned in as necessary and reviewed via academic data and review meetings arranged through the tutor.

## Individual diagnostic assessments

Individual diagnostic assessments are used for students where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

## Student progress meetings

Regular meetings where appropriate are held to discuss the progress of students identified as having a SEND. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the Inclusion Manager and / or Standards Mentor along with the class teacher. This information will be shared with the SENCo and the child will be monitored.

## Staff observation

Members of staff consult with the Inclusion Manager and / or Standards Mentor if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the student.

## Referrals by parents or carers

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

## The four broad categories of need are detailed below:

Communication and Interaction (C&I)	Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Asperger's Syndrome and Autism
Cognition and Learning (C&L)	Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.
Social, mental and emotional health (SMEH)	A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression), Problems of conduct (oppositional problems and more severe conduct problems including aggression), Self-harming, Substance abuse, Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD), Attachment disorder, Autism or pervasive developmental disorder, An anxiety disorder, A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability

Other factors may impact on progress and attainment but may not be an SEND. These will need considerations making for and include:

- Disabilities which do not create a special educational need ( 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 SEND)
- 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

### **3: A Graduated Approach to SEND Support**

A graduated approach to SEND support is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Inclusion Manager and / or Standards Mentor but will be planned and delivered by teaching and support staff.

#### **Step 1 - Quality First Teaching by all teaching staff**

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 SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

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 progress of SEND students is regularly monitored and reviewed by the Form Tutor as the person who knows them best. In addition to review meetings tutors will use the latest report information to discuss the student's progress at Academic Mentoring Meetings. Where applicable new targets may be set and additional support may be changed. Clear outcomes will be agreed for the student to work towards achieving. The Inclusion Manager and SEND Standards Mentor will always be available for further advice and guidance.

#### **Step 2**

This is initiated where students have failed to make adequate progress as identified by the Inclusion Manager and / or Standards Mentor through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEND Support\* will be agreed and the student will be entered onto the schools SEND register.

\* Please note - the single category of SEND Support now replaces School Action and School Action Plus.

Provision from within the schools resources is identified to help meet the student's needs.

Interventions may include:

- additional learning programmes such as literacy and numeracy
- smaller group sessions
- appropriate teaching groups/sets
- group support on a regular basis
- booster class where appropriate
- Individual Education Plans

When a child is placed on the SEND register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycles will follow the **assess, plan, do and review** cycle

#### **Assess**

SEND students may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

#### **Plan**

Where it is decided to provide a student with SEND Support, the parents **must** be notified. The teacher and the Inclusion Manager should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND students have a record of monitoring completed; this will be updated each year by the link Teaching Assistant with support from the Standards Mentor.

## **Do**

The class or subject teacher should remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Manager and / or Standards Mentor should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review Process**

Provision will be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable).

Students with a statement of Educational Need have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND. These targets will be set out and implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All statements will be reviewed annually with the statement review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

### **Step 3**

Where students fail to make adequate progress, despite additional provision at Step 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

### **Statutory assessments/Education, Health and Care plans**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an education, health and care plan.

The Inclusion Manager and / or Standards Mentor are responsible, on a daily basis, for providing support and monitoring and ensuring that students with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Step 2.

### **Local Offer**

Bradfield School will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at [www.sheffield.gov.uk/localoffer](http://www.sheffield.gov.uk/localoffer).

### **4: Criteria for exiting the SEND register**

Where students make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a student needs no further support and may exit the SEND register. Further support can be introduced again at any point should progress or reviews indicate this is needed.

All students who have been identified as having an SEND at any point in their school careers are recorded on the schools 'SEND Cohort Overview', which is kept updated by the Inclusion Manager and / or Standards Mentor and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current students have.

### **5: Supporting Families**

Bradfield School endeavours to support students with SEND through signposting families to other agencies and services that may be of help e.g. MAST team, Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

## **Admissions**

Bradfield School has an open admissions policy. There are no special arrangements for applications from students with special educational needs. Bradfield School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of students without an EHC plan.
- Considering applications from parents of students who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

## **Access arrangements**

Bradfield School follows national guidance about supporting students to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

## **6: Supporting Students at School with Medical Conditions**

The 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 students 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 (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) is followed.

## **7: Roles and Responsibilities**

### **The Role of the Governing Body**

The governing body, in cooperation with the Headteacher, monitors the school's general policy and approach to the provision for students with SEND, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- Does its best to ensure that the necessary provision is made for any student who has special educational needs.
- Ensures that training and information is in place to make teachers aware of the importance of identifying, and providing for, those students who have special educational needs
- Regards the SEND Code of Practice when carrying out its duties toward all students with SEND.
- Ensures that parents are notified of a decision by the school that SEND provision is being made for the child
- Ensures quality assurance practice through reviewing case studies, progress and achievement data and meeting with key staff.

### **The Role of the Headteacher**

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCo (Inclusion Manager) has sufficient time and resources to carry out their functions.
- Provide the SENCo (Inclusion Manager) with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully reviews the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

### **The Role of the SENCo (Inclusion Manager)**

- Be a qualified teacher.
- In collaboration with SLT and the Headteacher, the Inclusion Manager and governing body, determines the strategic development of the SEND policy and provision at Bradfield School with the ultimate aim of raising the achievement of students with SEND need.
- Line manages the SEND Standards Mentor.
- Collaborates across the Family of Schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaises with and advising colleagues on all matters relating to SEND.
- Contributes to the continuing development and training of school staff
- Ensures the review and maintenance of statements/EHCPs and records for all SEND students.
- Oversees the day-to-day operation of the school's SEND Policy.
- Ensures the co-ordination of provision for SEND students.
- Ensures the organisation and maintenance of records of all SEND students.
- Liaises with parents/carers of SEND students in co-operation with class teachers
- Liaises with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and students' services, voluntary bodies and others as relevant/appropriate.

### **The Role of the Tutor**

- To support their students with SEND by being the first point of contact in school for families.
- Arrange and carry out Academic Mentoring Meetings to review academic data and support students in setting personal targets.
- Plan and review support for their students with SEND, in collaboration with parents, the Inclusion Manager and / or SEND Standards Mentor and, where appropriate, attend review meetings.

### **The Role of the Class Teacher**

- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the Inclusion Manager and / or Standards Mentor and, where appropriate, the student themselves.
- Sets high expectations for every student and aims to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- Ensure SEND/PP students are receiving differentiated homework (where appropriate)
- Update intervention information as required including supporting the completion of IEP's termly and information for parents.
- Complete achievement tracking for all students.
- Identify individual students not making progress and inform Inclusion Manager and /or Standards mentor.
- Plan for use of TA support in lessons where appropriate.
- Ensure any changes to timetables / classes are given to the Inclusion Manager and / or Standards Mentor

### **The Parent / Carer Responsibility**

In accordance with the SEND Code of Practice we seek to work closely with parents at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for students academically and socially.

Parents should share any concerns they have regarding their child's learning needs with the school; the first point of contact being the child's tutor. The school will endeavour to provide user-friendly information for parents and strive to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Provide school with all relevant information and documentation.
- Have knowledge of their child's entitlement within the SEND framework.



- Understand their child's progress and achievement information and take part in joint target planning through Academic Mentoring.

### **8: Reviewing the Policy**

This policy will be reviewed annually.

### **9: Complaints**

As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher and Inclusion Manager or Standards Mentor. The concern will be investigated and parents will be given a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with a member of SLT will be made.
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

**Appendix - Contact details for Specialist Support Services:**

SSENDIAS - Sheffield SEN & Disability Information Advice and Support  
(formerly Parent Partnership Service)  
North Wing, Moorfoot  
City Centre  
SHEFFIELD  
S1 4PL  
Telephone: 0114 273 6009  
E Mail: [ed-parent.partnership@sheffield.gov.uk](mailto:ed-parent.partnership@sheffield.gov.uk)

<b>Service</b>	<b>Address</b>	<b>Telephone</b>
<b>Educational Psychologists</b>	Sheffield Educational Psychology Service Moorfoot Sheffield S1 4PL	<b>0114 250 6800</b>
<b>SEND in Schools (including Transport)</b>	Howden House S1 2SH	<b>0114 273 6394</b> <b>0114 273 5669</b>
<b>Parenting Matters</b>	0-19 Partnership	<b>0114 273 5733</b>
<b>Specialist Teachers – Autism Hearing Impaired Visually impaired</b>	Inclusion and Learning Service, 575 Queen Mary Road S2 1EE	<b>0114 239 8336</b>
<b>Multi-Agency Support Team</b>	North: Sorby house, 42 Spital Hill, Sheffield, S4 7LG  West: Old Sharrow Junior School, South View Road, Sheffield S7 1DB	<b>0114 233 1189</b>  <b>0114 250 6865</b>
<b>Children and Adolescents Mental Health Service</b>	Centenary House 55 Albert Terrace Road S6 3BR	<b>0114 226 2348</b>

A full directory of services available in Sheffield can be found at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/home.page?familychannel=0>