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**SPECIAL EDUCATIONAL NEEDS POLICY**

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| ISI | Part 1. Quality of Education Provided | |
| NMS (if applicable) | 16 | |
| Policy Owner (SLT) | MAB | |
| Governor Responsible |  | |
| Next Gov Annual Review Due | N/A | |
| Policy Last Updated | 27/08/2023 | NCL |
| On the Website | Yes | |

Please read in conjunction with:

* Equality and Diversity Policy
* Safeguarding Policy
* Admissions Policy
* Curriculum Policy
* Accessibility Policy

1. 1. School Context

Bloxham School is a co-educational day and boarding school for students aged 11 to 18. It is a small school with a holistic focus where the students are known as individuals.

The school employs a full time SENCo with specialist qualifications, known as the Head of Learning Support. Within the Learning Support Department is also a part-time specialist literacy teacher.

2. Principles and Objectives

At Bloxham School we aim to provide wide-ranging opportunities which enable all students to experience success and achieve their potential. We promote individual confidence and a positive attitude and ensure that all students receive appropriate educational provision through a broad and balanced curriculum. Bloxham gives all students equal opportunities to take part in all aspects of school life.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for students with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

4. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

* a significantly greater difficulty in learning than the majority of the others of the same age, or
* a disability which prevents or hinders them 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Equality Act 2010 (6:1) defines disability as;

* A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to day activities.

a) ‘Substantial’ is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed

b) ‘Long-term’ means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection

**4.1 Categories of Special Educational Need**

The SEND Code of Practice (2014) recognises four broad areas of need:

* Communication and Interaction, (this includes students with Speech, language and communication needs and students with Autistic Spectrum Condition)
* Cognition and Learning, (this includes students with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific learning difficulties)
* Social, Emotional and Mental Health difficulties (SEMH)
* Sensory and/or Physical needs, (this includes students with Visual Impairment, Hearing Impairment, Multi-Sensory Impairment and Physical Difficulties)

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Natalie Long [n.long@bloxhamschool.com](mailto:n.long@bloxhamschool.com)

She will:

* work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
* provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
* advise on the graduated approach to providing SEND support
* advise on the deployment of resources needed to meet students’ needs effectively
* be the point of contact for external agencies, especially the local authority (LA) and its support services
* liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all students with SEND up to date

5.2 The Governing Body

The SEND governor will:

* Help to raise awareness of SEND issues at governing body meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
* Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Headteacher

The Headteacher will:

* Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability

**5.4 Class teachers**

Each class teacher is responsible for:

* The progress and development of every student in their class
* Planning, preparation, delivery and assessment to ensure progress and development of every student in their class
* Working with the SENCO to review each student’s progress and development, and decide on any changes to provision
* Ensuring they follow and implement this SEND policy
* Ensuring that they follow the advice given for each individual pupil to support their needs

**6. Admission Arrangements**

No student will be discriminated against on entry into the school as a result of their individual needs, so long as the school is able to meet a student’s needs from within existing resources. Students are required to be able to access an age-appropriate curriculum, mostly independently and with minimal support. It is our wish to retain quite a broad ability range, but we need to be sure that all students can thrive. To this end, assessments take place prior to a place being offered at all points of entry. The school values each student and endeavours to meet the needs of all its students through inclusive practice. Detailed arrangements for admission are explained in the school’s admission policy. The school’s registration form, completed upon registration, requires parents to advise the school as to any known SEND (current or historic) or existing concerns about developmental or academic progress. Applications for places will be considered on the basis that all reasonable adjustments can be made by the school to cater for the student’s disability.

**7. Allocation of resources for students with SEND**

It is the responsibility of the Head of Learning Support to allocate staffing and resources to individual students and class groups. It is also the responsibility of the Head of Learning Support to acquire resources, as required, from within the department’s budget. Such decisions will be made in consultation with colleagues in relation to the needs of students that they teach with identified SEND.

**8. SEND Information**

**8.1 Identifying Students with SEND and assessing their needs:**

The Code of Practice (2014) outlines a need led response to supporting and meeting the needs of students, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school’s usual differentiated curriculum and strategies.

The Code recognises one broad level of provision within the continuum: ***SEND support*** and for students with more complex needs an ***Education, Health and Care Plan*** will be in place*.*

A register is kept of students with SEND and made available to all staff via the student management system. Where concern is expressed that a student may have SEND, the subject specialist, tutor or Housemaster/mistress will take early action to assess and address the difficulties.

We will assess each student’s current skills and levels of attainment on entry, which will build on information already held from previous settings. Subject specialists will make regular assessments of progress for all students and Housemasters/mistresses, Heads of Department and Heads of Year will analyse the data and identify those students whose progress:

* 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
* appears to be struggling to access the curriculum

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

8.2 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the student’s areas of strength and difficulty
* We take into account the parents’ concerns
* We take into account the student’s opinion / concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student’s record.

We will formally notify parents when it is decided that a student will receive SEND support.

8.3 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:

* The teacher’s assessment and experience of the student
* Their previous progress and attainment or behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The student’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers, tutors and Housemasters/mistresses who work with the student will be made aware of their needs, the support provided, and any teaching strategies or approaches that are required. Progress is reviewed regularly through half termly reports, parents’ evenings and tutor meetings and any adjustments required to provision are discussed and implemented.

8.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students’ which information will be shared as part of this process.

8.5 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. Appropriate training and support are provided in relation to the specific needs of each individual.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students according to their needs.

If a student requires additional support to that offered within the classroom and they meet the criteria outlined in section 8.1, then SEND support is put in place. This may take the form of:

* small group support in place of a language (Latin in 1st and 2nd Form and either French or Spanish from 3rd – 5th Form). These sessions are delivered by the SENCo or Specialist teacher.
* additional support from external agencies
* drop-in sessions with the SENCo

A small number of students may require an EHCP (Education, Health and Care Plan). These students are likely to have severe and/or complex needs. Where a student has an EHCP, this will be reviewed annually in accordance with the guidance outlined in the Code of Practice.

**8.6 Curriculum Access and Inclusion**

We make the following adaptations to ensure all students’ needs are met:

* Ensuring that staff are fully aware of the needs of the students in their classes
* High quality teaching ensure that the curriculum is differentiated to ensure all students are able to access it
* Providing appropriate resources for the needs of the students E.g. laptops, reading pens, coloured paper/overlays, visual timetables etc.
* Make reasonable adjustments to enable all students to access all areas of the curriculum. All of our extra-curricular activities and school visits are available to all our students. No student is ever excluded from taking part in these activities because of their SEN or disability. Refer to accessibility plan for further details.
* Providing support for those students with SEMH needs to enable them to engage in the curriculum. This support may come from but not limited to Tutors, Matrons, Housemasters/mistresses, Palmer Medical Centre, DSL, school counsellor or SENCo.
* Where necessary, students are assessed to ascertain which access arrangements are required for exams. These assessments are completed by our approved assessor in line with the JCQ regulations. [www.jcq.org.uk](http://www.jcq.org.uk)

**8.7 Evaluating the effectiveness of SEN provision**

The success of the school’s SEND policy and provision is evaluated through:

* monitoring of classroom practice by the Head of Learning Support and Heads of Department through learning walks and work scrutiny.
* analysis of student tracking data and test results: for individual students or specific cohorts.
* analysis of attainment / levels of progress and soft data for students on the SEN register.
* regular meetings between the Head of Learning Support and the SEND Governor
* the school’s annual Learning Support Department review, which evaluates the success of our policy and sets new targets for development.
* the School Improvement Plan, which is used for monitoring provision in the school.
* visits from LA personnel JCQ and ISI inspection arrangements, which also enable us to evaluate the success of our provision.
* regular meetings of parents, students and staff.
* Scrutiny of the work by the learning Support Department scrutinised by SLT.

Working with other agencies

Bloxham School work with a number of external agencies and are happy to work in conjunction with them in order to utilise their expertise in the support of our students.

Complaints about SEN provision

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class tutor in the first instance. Anyone who feels unable to talk to the tutor, or is not satisfied with the tutor’s comments, should ask for an appointment to meet with the Head of Learning Support. If a parent wishes to pursue a complaint, they should do so using the School Complaints procedures.