



# Bilton School

## **SEND Policy**

### 2021-22

Adopted by Trustees: 8<sup>th</sup> December 2021

Next Review Date: December 2022

Person responsible for overseeing the implementation: CEO & Headteachers

Chair of Trustees signature:

Chair of Governors signature:

School Name :Bilton School

Policy owner :Headteacher

Date: 20/1/2022

Date shared with staff:

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## **1.0 Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014 revised April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department of Education (February 2013)
- SEND Code of Practice 0-25 (revised April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014, updated 2017)
- School Child Protection Policy
- Accessibility Plan

## **2.0 The Vision of SEND at Bilton School**

Our vision is to instil in all our students a belief that they can achieve any goal by working hard and having the highest expectations of themselves in everything they do. At Bilton School, we aim to meet the educational needs of every student and encourage them to 'be the best they can be'. We strive to create a positive ethos which promotes inclusion of all students to achieve their full potential. We are committed to ensuring all students have access to a broad and balanced curriculum. We encourage all our staff to deliver high quality teaching that is differentiated and personalised to ensure their lessons respond to the strengths and needs of all students.

Our vision is in line with the SEND Code of Practice 0-25 years July 2014. <sup>1</sup>

### **2.1 To achieve our vision we will:**

- Create an environment and high quality provision that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Identify, at an early age, individuals who need extra help and attention.

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<sup>1</sup> A copy of the Code of Practice can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Focus on inclusive practice and removing barriers to learning.
- Endeavour to meet the individual needs of every child.
- Work collaboratively with all agencies (education, health and social care) involved with the child or young person.
- Enable all children to have full access to all elements of the school curriculum, and be able to contribute fully to school life.
- Ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education.
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration.
- Have high expectations and aspirations for children and young people with SEND.
- Ensure that our children reach their full potential in and out of school, and become confident individuals living fulfilling lives and successfully prepare them for adulthood.

### **3.0 Definition of Special Educational Needs and Disabilities (SEND):**

'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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### **3.1 Disability**

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term

and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition

### **3.2 The Equality Act 2010**

The Equality Act 2010 brought together and replaced the previous anti-discrimination laws, such as the Disability Discrimination, Race Relations, and Equal Pay Acts with a single Act. The majority of the Act came into force on 1 October 2010.

### **3.3 What the Equality Act means to our school**

As a school we must not discriminate against a student:

- in the way we provide education for the student;
- in the way we allow the student access to a benefit, facility or service;
- by not providing education for that student;
- by subjecting the student to any other detriment

As a school we must not directly or indirectly discriminate against, harass and victimise disabled children and young people. Our school's duty to our students goes beyond just the formal education we provide and covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

A school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment.

The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled student may receive under the SEND framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be

made for them. In other cases, disabled students may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled students who do not have special educational needs, but still require reasonable adjustments to be made for them. (Please see the school Equality Policy and Accessibility Plan)

#### 4.0 Key Staff and Contacts

Role	Contact details
Head Teacher	<a href="mailto:Chambers.T@stowevalley.com">Chambers.T@stowevalley.com</a>
Line manager of SEND	<a href="mailto:Wragg.D@stowevalley.com">Wragg.D@stowevalley.com</a>
SENCO	<a href="mailto:Warwood.N@stowevalley.com">Warwood.N@stowevalley.com</a>
General SEND queries	<a href="mailto:Ryan.M@stowevalley.com">Ryan.M@stowevalley.com</a>
Assistant SENCO	<a href="mailto:Cotterill.E@stowevalley.com">Cotterill.E@stowevalley.com</a>
Nominated SEND Governor	<a href="mailto:French.S_G@stowevalley.com">French.S_G@stowevalley.com</a>
<b>All of the above can be contacted via the school office on 01788 840600</b>	

Agency / Contact	Contact Details
Sam Godfrey– Secondary SEND strategic lead Stowe Valley Multi-Academy Trust	01926 812560 Godfrey.s@stowevalley.com
Stowe Valley MAT – SEND trustee	Claire Chevassut
Warwickshire SEND information, Advice and Support service (SENDIAS)	024 7636 6054
Warwickshire Family information service	01926 742274

#### 5.0 Roles and responsibilities:

Provision for pupils with SEND is a responsibility for the whole school at every level.

### **5.1 Governors will ensure that:**

- The necessary provision is made for any student with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

### **5.2 The Head Teacher is responsible for:**

- The management of all aspects of the school's work, including provision for students with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SENCO
- The deployment of all SEND personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

### **5.3 The SENCO (Special Educational Needs Co-ordinator) is responsible for:**

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND and advising on the graduated approach for SEND support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising school staff
- liaising with parents of students with SEND with the class teacher
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with all external agencies
- working with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- ensuring that the school keeps the records of all students with SEND up to date.

#### **5.4 Assistant Head of Learning Support**

The Assistant Head of Learning Support is directed by the Head of Learning Support to support the arrangements of SEND provision throughout the school.

#### **5.5 Learning Support Assistants**

Learning Support Assistants support students with SEND to gain access to the curriculum and support teachers in meeting the learning needs of students. Learning Support Assistants are allocated to support groups where there are students with an 'Education, Health and Care Plan' or other students that are identified by the SEND register or through the schools referral and monitoring process.

SENCO ensures that the support allocated to students with an 'Educational Health Care Plan' meets the levels of support required as stipulated in their provision. Support can be allocated to any subject area but focuses initially on the core subjects of English, Maths and Science.

#### **5.6 Learning Support Assistants' Key Responsibilities:**

- to work with students with SEND to enhance specific skills as directed by the Head of Learning Support
- to support students with SEND in the classroom as directed by the class teacher
- to monitor, review and keep records of SEND students
- to liaise with the Head of Learning Support students on the SEND register
- to provide information about SEND students that may contribute to the review of Pupil Passports and Annual Review of 'Educational Health Care Plans'
- To lead assessment or intervention groups as identified through the schools referral and monitoring panel.

#### **5.7 Subject Teachers / Form Tutors:**

All teaching staff are responsible for being fully aware of the school's procedures for identifying, assessing and making provision for students with SEND. They should:



- Provide quality first teaching for all students
- know which students are on the SEND register and why
- liaise with the SENCO/ Assistant Head of Learning Support to ensure they are fully informed about the needs of students on the SEND register
- take responsibility for ensuring that confidential information is safeguarded
- raise issues of concern by providing feedback to the SENCO
- produce differentiated work to meet the learning needs of students with SEND
- raise SEND issues at department meetings
- monitor progress of students with SEND
- Know and understand their responsibility within the SEND code of practise

## **6.0 Training**

We have a comprehensive Continuing Professional Development programme throughout the year where staff can opt into different CPD sessions to share good practice ideas. All new staff and **Early Careers Teachers (ECTs)** follow a comprehensive induction programme where SEND provision and structures are discussed.

The SENCO or Assistant SENCO always attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. SENCOs within the Stowe Valley Multi-Academy Trust also meet to share good practice and develop knowledge.

## **7.0 Specialised Provision**

Students at Bilton School have access to the whole curriculum and, where possible, are educated alongside their peers. The majority of support is provided on an in class basis. Withdrawal from classes takes place where there is a need for one-to-one or small group intervention.

The school provides reasonable access to all facilities for disabled students, including wheelchair access. Where the access is limited, alternative provisions are made so that a disabled student can access the whole curriculum available.

Bilton School is committed to extending these facilities, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities.

## **8.0 Resource Allocation**

The Governing Body of the school sets the overall budget available to meet special educational needs, taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEND within the whole school's budget
- priorities identified in the School Development Plan

## **9.0 Identification, Assessment, Monitoring and Review Procedures**

A student will be identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

Students could be identified as having SEND through a variety of ways including the following:

- Student performing significantly below expected levels that require extra provision to be made.
- Concerns raised by a parent/carer that have not been improved with period of intervention.
- Concerns raised by a teacher after a differentiated plan has been put in place.
- Liaison with a previous school.
- Liaison with external agencies.
- Information received from health specialists.

Slow progress, low attainment, English as an additional language (EAL) and behaviour concerns do not necessarily mean that a child has SEND and will not automatically lead to a student being recorded as having SEND.

Where a need is identified, relevant support, guidance or intervention will be put in place. This will be in the form of a graduated approach over time of plan, do, assess and review.

As outlined in the SEND Code of Practice 2014, students are identified within four broad areas of need:

- 1) **Communication and Interaction** – For example :Speech, Language or Communication needs (SLCN), Difficulties with making themselves understood, Difficulties with understanding or using social rules for communication.
- 2) **Cognition and learning** – For example: Moderate learning Difficulties (MLD) – children who learn at a slower pace than their peers, even with appropriate differentiation. Severe Learning Difficulties (SLD) – children who are likely to need support in all areas of the curriculum. Specific Learning Difficulties (SpLD) – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 3) **Social, Emotional and Mental Health Difficulties** – For example: Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties. Children with underlying mental health issue such as anxiety, depression self-harming, eating disorders or attachment disorder.
- 4) **Sensory and/or Physical needs** – For example: Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided;
  - Visual Impairment (VI)
  - Hearing impairment (HI)
  - Multi-sensory impairment (MSI)
  - Children with a physical disability (PD)

## 9.1 Assessment

In determining whether a student has a SEND, the Learning Support Department will gather and collate information from a range of sources and evidence this in the schools referral and monitoring panel to decide the outcome:

- Teacher’s assessment and experience of the student
- Prior progress and attainment
- Behavioural data and information
- Views and experiences of parents / carers
- The student’s own views
- Internal school assessments
- Observations conducted by the SENCO

If deemed relevant and needed, advice and assessment from external agencies may be sought, for example, from an Educational Psychologist, specialist teaching service, an ASD specialist, CAHMS or other appropriate agencies. Such referrals will

always be discussed internally at the schools referral and monitoring panel meetings, then also agreed with parents / careers. Reporting of a student's attainment will be made in the context of the School's Assessment, Recording and Reporting Policy.

Where it is decided that a student has a SEND, students with a moderate learning difficulty will have a MLD teaching strategies pro-forma sent to all teachers of that child. For those students with a SLD or an EHCP a 'Pupil Passport' is created to outline the support and interventions that will be put in place to support the student. All members of staff have access to the MLD teaching strategies pro-forma or the 'Pupil Passports'.

## **9.2 Monitoring and Review**

The school is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis, including:

- regular monitoring and evaluation of the impact of intervention work
- regular observation of teaching by Heads of Department / Senior Leadership Team
- analysis of the attainment and achievement of different groups with SEND
- success rates in respect to individual targets
- scrutiny of students' work
- the views of parents/carers and students
- evaluation of specific interventions

All students with an Educational Health Care Plan will have an annual review. Additional interim reviews may also be organised if the needs of the student changes significantly before the annual review takes place or if deemed necessary for any other reason.

Students' progress in their Pupil Passports will be reviewed termly through monitoring conducted by Learning Support Assistants. There is also the opportunity to review the Pupil Passport at Parents' Evenings where appointments can be booked directly with the SENCO or a senior member of the learning support team. These appointments will be bookable using the insight software for parent bookings.

The SEND Register will be reviewed termly by the SENCO and the assistant head teacher with responsibility for SEND.

### **9.3 Arrangements for Providing Access to the Curriculum for Pupils with SEND**

All students have the entitlement to a broad, balanced and relevant curriculum. We support access to the curriculum through differentiation, MLD teaching strategies pro-forma, Pupil Passports and allocation of extra support to an individual or group of students according to need and availability of resources.

We aim to develop effective intervention and support by using the assessment processes to identify any learning difficulties. We ensure ongoing observation, monitoring and review of students' achievements and experiences form the basis for planning the next steps in students' learning.

We aim to be an inclusive school by:

- using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action
- ensuring that all students have appropriate learning targets which are challenging
- valuing the diversity of our students of which SEND are a natural part
- looking for opportunities within the curriculum to raise SEND issues
- seeking to make provision for SEND within routine class arrangements wherever possible
- seeking opportunities for students with SEND to work with other students

### **10.0 Arrangements for Partnership with Parents**

The concept of parents as partners is central to the SEND Code of Practice. Parents/carers should be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings / parents' evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their child's Pupil Passport targets at home.

Appointments with the SENCO/Assistant head of learning support can be booked via the school insight system on each parent evening.

Parents/carers can also email directly in to the learning support department should they have general SEND queries via [SENCO EMAIL](#)

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

### **11.0 EDUCATION, HEALTH AND CARE PLAN (EHC Plan)**

The school will request a statutory assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern, has been identified as having complex needs and is working at least a Key Stage behind their peers. An EHC Plan may also be requested by a parent or outside agency.

An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHC Plan.

### **12.0 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 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 and the SEND Code of Practice (2014) is followed.

### **13.0 The local offer**

The Local Offer is compiled by the Local Authority, with help from schools and sets out the support available for local children and young people with special educational needs (SEN) or disabilities.

A copy of the Local offer from Warwickshire is available at [www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

Schools also have additional duties under the Special Educational Needs and Disability Regulations 2014 to produce further information about how they will support students with SEN. You can find a copy of the School SEND Information report on our school website.

## **14.0 Complaints Procedure**

If parents/carers of students with SEND have a complaint about any aspect of the provision made for their child, they should contact the SENCO or the Headteacher with responsibility for SEND [Chambers.T@stowevalley.com](mailto:Chambers.T@stowevalley.com)

If it is necessary to make a formal complaint, parents/carers should contact the; Stowe Valley Multi Academy Trust Secondary SEND lead, Mrs Samantha Godfrey via email on [godfrey.s@stowevalley.com](mailto:godfrey.s@stowevalley.com).

## **15.0 Evaluating the SEND Policy**

The Governing Body will review this policy annually to ensure the school meets the needs of those pupils with SEND. The Governing Body will assess the policy's implementation and effectiveness. The policy will be promoted and implemented throughout the school.