



## **Governors' Policy Statement on Students with Special Educational Needs**

<b>Issue No</b>	<b>Author/Owner</b>	<b>Date Written/ Revised</b>	<b>Approved by Governors on</b>	<b>Comments</b>
1	KJM	July 2012	July 2012	
2	BJH	December 2014	14 January 2015	
3	BJH	December 2016	11 January 2017	
4	DE	December 2019	11 December 2019	Updates; including specific reference to Wave approach (as per requirements of the Code of Practice).
5	LD	December 2021	8 December 2021	Updates: roles and responsibilities section added.

### **1 LEGISLATION AND GUIDANCE**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

### **2 OUR AIMS**

At Backwell School we strive to support all of our students and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, where students struggle to make progress there are occasions when additional support may be needed to help them fully access the learning environment and achieve their targets. Our aim is to equip students with the skills to become confident in the management of their special educational needs, to become independent learners and to achieve their potential.

The Education Support Team works closely with all academic departments and student support services within the school. We believe the sharing of information and a coordinated approach will give staff the knowledge needed to personalise the learning for SEND students to ensure their needs are met. We strive to ensure that barriers are removed for students with SEND and that they have full access to the curriculum and extracurricular activities, making their experience at Backwell School as positive as possible.

Students with special educational needs or disabilities are those who experience significantly greater difficulty in learning, or accessing learning, than the majority of their peers and whose educational progress is hindered or limited by this. These students will require special consideration in terms of

physical access, curriculum and teaching provision above that which might normally be expected to be available.

The school is committed to the inclusion of all children into the school's curriculum and activities, unless their special educational needs are so severe or complex that that the school does not have the resources, facilities, curriculum or expertise to meet them. It is committed to implementing the SEN Code of Practice (2015) and other relevant legislation.

The School operates a '3 Wave' approach towards support for students with SEN as follows:

- Wave 1 – student's needs are met through universal provision and typically through quality first teaching.
- Wave 2 – student's needs are considered: "additional to and different from the main student cohort". Specific support is put into place such as reading intervention, use of technology, mentoring or specialised support from their teacher.
- Wave 3 – student's needs are considered to require very significant additional support and are likely to require the support of outside agencies such as CAMHs or an Educational Psychologist. Pupils within this group may have an Education Health and Care Plan and are may be eligible for additional funding to help us meet their needs in a mainstream environment.

### **3 ROLES AND RESPONSIBILITIES**

#### **Classroom Teachers:**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing high quality teaching, following the Backwell Toolkit for Effective Teaching and Learning, following individual support plans for pupils with SEND
- Working closely with any teaching assistants or specialist staff supporting students within their class
- Working with Curriculum and Subject leads to review pupils' progress and development and decide on any changes to support through the use of accurate and timely assessment
- Ensuring they follow this SEN policy

#### **The SENCo**

The SENCo will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Have oversight of the graduated approach to providing SEN support (assess, plan, do, review)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority 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 pupils with SEN up to date

### **SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The Head Teacher**

The Head Teacher will:

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

## **4 IDENTIFICATION**

Students may be identified as having special educational needs by any of the following:

- As part of the Year 7 and Year 12 transition programmes, including the passing of information from previous educational providers.
- Where a pupil transfers mid-year, information from and liaison with previous schools.
- Annual reading and spelling testing for all students in years 7, 8 and 9.
- Cognitive testing in Year 7.
- Self-referral.
- Subject teachers observing and monitoring progress in lessons.
- Referral by parents.
- Referral by outside agencies.
- Other diagnostic testing.

Identification will be structured using the principles in the SEN Code of Practice - a graduated response using the 'wave' approach and cycles of Assess, Plan, Do, Review (APDR).

## **5 STRATEGIES**

All students on the SEND register at Backwell School have a personalised Support Plan. This plan is created collaboratively by the SENDCo, the student, parents/carers and any other relevant staff or professionals. The plan identifies the student's strengths, support needs and current interventions. This plan is reviewed at least twice each year with a member of the SEND Team.

The majority of students with special educational needs have their needs met within the mainstream classroom. Where additional support is needed, pupils may be offered small group or 1:1 interventions to facilitate their progress. This may include:

- Cognitive testing to identify specific areas of need.
- Specifically designed learning materials appropriate to ability and need.
- Access to specialist resources and equipment such as assistive technology or a laptop.
- Small group work for literacy, speech and language (SALT), numeracy or social skills.
- Touch type, read and spell intervention.
- Emotional Literacy mentoring (ELSA).
- Support from the school nurse.
- Referral to learning mentors.
- Referral to the school counsellor.
- Home learning support sessions.
- Small group or 1:1 Personal, Social and Health (PSHE) education.
- Careers and future planning mentoring
- Pastoral support plans
- Provision of access arrangements in GCSE, Advanced Level and other examinations.
- Support and advice from outside agencies such as the Educational Psychology Service, CAMHS and welfare, social and medical services
- For some pupils with an EHCP, a modified school curriculum developed for the individual including the provision of specific appropriate courses and related activities.

We place high importance on communication with parents, outside agencies and pupil voice to collaboratively work to raise students' attainment. The role of the tutor and the Pastoral Leader in helping students to develop confidence, good personal relationships and appropriate behaviour is vital.

The school has a comprehensive programme of professional development and training regarding effective support for SEN students which is ongoing. This begins in the initial teacher teaching programme and through to and including all members of staff.

## **6 MONITORING**

This policy will be publicised to staff in the Staff Handbook and made available for printing to all parents and students via the school website. Monitoring is carried out in formal ways (e.g. exam reviews, SLT link meetings, SEN link governor, parental voice) and informal ways (e.g. observations of students and SEN staff).

## **7 EVALUATION**

The SEN information report, which details the procedures behind this policy, is reviewed annually by the SEN Coordinator. The SEN policy is reviewed biannually. The review will include governors, parents, staff and students. The impact of this policy will be reviewed through the quality of provision by the Education Support Department. This policy will be supported by appropriate training where required.