



BROUGHTON
HIGH SCHOOL

Achieving Together

SPECIAL EDUCATIONAL NEEDS POLICY

Last Updated	September 2023
Approved by the Governing Body	Autumn Term 2023
Date to Review	2024-2025

Broughton High School values the abilities and achievements of all its pupils and is committed to making education an enjoyable, challenging, exciting and worthwhile experience for all children, inclusive of those who may have special educational needs. The school will use its best endeavours to ensure that necessary access arrangements and modifications are put in place to this end providing that such modifications and arrangements are compatible with the effective education of all pupils in the school.

At Broughton, all teachers are teachers of every child or young person, including those with additional needs. We want our children to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. At Broughton, success is defined in its widest sense: in pupils achieving appropriate qualifications, in equipping them in the skills to be lifelong learners and in developing each individual into a confident, well-rounded adult. High quality teaching and learning, taking place in a safe, supportive environment provides the basis for this to happen.

This policy complies with the statutory guidance laid out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children (2018)

This policy was developed in consultation with governors, senior leaders, staff and parents.

Broughton High School's SENDCo is Mrs Helen Hardman (hardmanh@broughtonhigh.co.uk) who has responsibility for coordinating the provision necessary for children with Special Educational Needs and Disabilities (SEND). She holds the National Award for Special Educational Needs as stipulated by the Children and Families Act 2014 (clause 64).

Aim

The purpose of Broughton's approach to SEND is to raise the aspirations of and expectations for all pupils with SEND; the focus at Broughton is very much on outcomes for pupils rather than simply types and amounts of provision and support.

Objectives

- To identify individual needs early and provide for pupils who have special educational and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs which means that there are high expectations of all that aim to narrow the gap between SEND pupils and non-SEND pupils.
- To have a Special Needs Coordinator (SENDCo) who will work in partnership with staff (from both within the school and from other agencies), parents and governors to implement the SEND policy.
- To provide support and advice for all staff working with pupils with special educational or additional needs.
- To provide a curriculum accessible to all.
- To encourage an awareness of and respect for individual differences.
- To offer the best possible environment for learning where all pupils feel they have the opportunity to make a valuable contribution towards their own learning.
- To promote the fact that children with special educational needs have specific requirements that have to be addressed in order for progress to be made.

Identifying need

Definition of Special Educational Needs (taken from Section 20; Children and Families Act 2014).

A child has SEND if they have a learning difficulty or disability which calls for special educational provision for him/her.

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

- Has a **significantly** greater difficulty in learning than the majority of other pupils of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- SEND provision is educational provision that is **additional to or different from** that made for other children of the same age.

2 Admissions Policy

The Code of Practice identifies four broad categories of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is not to fit a pupil into a category but to plan what action the school needs to take in order to meet their needs. At Broughton, the intention is to meet the needs of the 'whole child' and not just their educational needs.

Other factors that are not SEND but which may impact on progress and attainment are:

- Disability (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
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of serviceman/woman

It is no longer acceptable to describe problematic or challenging behaviour as a special educational need in itself. Any concerns relating to a pupil's behaviour should be described as an underlying response to a need which the school should be able to recognise and identify because the school should know the pupil well.

A Graduated Approach to SEND Support

SEND support consists of a four-part process:

- Assess
- Plan
- Do
- Review

All teachers are responsible and accountable for the progress and development of pupils in their class including where pupils access help from teaching assistants and specialist staff. The needs of most pupils should be met through Quality First Teaching and through differentiation provided by the classroom teacher. Additional support and intervention cannot compensate for a lack of good quality teaching in the first instance.

Broughton's systems for the review of pupil progress and the quality of teaching are extremely robust and continuing professional development programmes ensure that staff have an up-to-date understanding of how to approach the SEND most frequently encountered. Teachers monitor and review all pupils' **progress** throughout the year. The whole school system at Broughton includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In-class additional support is reviewed weekly at the Learning Support Meeting. Learning Support Assistants and teachers work together on a day-to-day basis, planning and reviewing lessons.
- At the start of Year 7 pupils are screened for reading, spelling and comprehension skills. This allows us to identify when pupils may need further support, intervention, or additional assessment to detect any underlying difficulties. They also complete CAT tests, English and Maths GL assessments.
- The school behaviour management system (rewards) provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a pupil is learning at school.

Teachers will know if pupils are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries and will be monitored. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progression and enable the teacher to better understand the provision and teaching style that needs to be applied. If necessary, the SENDCo will be consulted for support and advice.

Through the above, it can be determined which level of provision the pupil needs to move forward. This could be the use of a school-based intervention or/and external agency provision. The decision to place a pupil on the Special Needs Register will be taken after consultation with parents and will be informed by any or all of the following:

- Reports from the previous school on transition
- The results of standardised screening tests
- Information gleaned from teaching staff
- Concerns raised by parents
- Advice from external agencies
- Information gathered about pupil progress, alongside national data and expectations of progress.

Learning Support Register

At Broughton, pupils with additional needs are recorded annually on the Learning Support register.

These are children who either have:

- Have an Education Health Care Plan (EHCP)
- Have **significant** additional needs which require targeted interventions to meet those needs (K)

Additional Needs

These are pupils who may have additional needs which are met by:

- high quality teaching (monitored via the school's review and monitoring procedures)
- and/or in school support/ interventions

All pupils on the Learning Support register with a n EHCP or K code have a personalised pupil passport which is a snapshot of the any additional needs and how they may present any barriers to learning. The passport also has strategies for staff to use to help minimise any barriers. It is a 'living record' which means it shows outcomes to be achieved in an agreed timeframe. This is recorded on Synergy and is available for staff to view and use as part of the graduated response.

All EHCPs are reviewed in accordance with the revised code and guidance from the Local Authority.

SEND Support plans may be used to collate information for pupils where the level of need and support becomes substantial and increasingly personalised and there is a strong likelihood of the school/parents wishing to apply for an Educational Health and Care Plan. In such cases, the plan will be used to evidence such an application and will be regularly reviewed. Both parents and pupils would be fully involved throughout the whole process. The 20-week process of applying for an ECH Plan starts with the completion of The Integrated Assessment Form (1A) and its submission to the Local Authority.

Pupils who are placed at SEND Support will be in receipt of additional intervention and /or support additional to, or different from, most pupils and the nature and outcomes of these will be communicated to parents by letter or by the normal reporting systems. The SENDCo is available, by appointment and at all parents' evenings for further consultation and can be contacted via email.

Broughton works in partnership with external agencies in order to provide appropriate support in relation to the needs of individual children. Such agencies include the Local Authority Educational Psychologist; Reachout (support for children with autism); Speech and Language Therapy; Social Services; the hearing impairment service; specialist teacher for visual impairment; Virtual School.

Supporting Pupils and Families

Additional support for pupils and families can be found within the LEA's local offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> and Broughton's own SEND Information Report (see school website).

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have EHC plans and those do not have a plan but still experience some form of special educational need or disability. The SEND Local Offer include information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Broughton High School is committed to working with families and believe that this will enable children and young people with SEND to achieve their learning potential. Parents/carers have a unique overview of their child's needs which means they play a key collaborative role in planning appropriate support for their child.

Admissions

Should parents require information regarding the school's admission arrangements, these are set out within the school's Admissions Policy.

Access Arrangements

Some pupils require Access Arrangements when sitting external examinations. Assessment for these take place at the end of Year Nine and are the responsibility of the SENDCo, specialist teacher, and the examinations officer. Such arrangements should reflect a pupil's usual way of working and the test scores need to be considered alongside a 'pen portrait' of a pupil's needs. It should be noted that a diagnosis of SEND on its own does not necessarily constitute sufficient evidence to provide Access Arrangements and ultimately the decision is that of the school.

Transition

Care is taken to ensure that any necessary information regarding pupils with SEND is gathered from primary schools on transition and is used as the basis when deciding upon any support required. Broughton is happy to liaise with other schools and colleges should pupils be moving on to them. The school organises open evenings and individual interviews to assist pupils in making decisions between key stages. The school recognises that this kind of support is particularly important for pupils with special needs.

Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some pupils may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and may have a statement or EHCP which brings together Health and Social Care needs, as well as their special educational provision. In such cases, the SEND Code of Practice (2014) is followed.

The school has a separate medical needs policy (school website).

Safeguarding

Broughton High School's Safeguarding policy states that:

"Broughton High School is committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;*
- has special educational needs (whether or not they have a statutory education, health and care plan)".*

Training and Resources

SEND within the school is funded in a variety of ways. A proportion of the school's budget is earmarked for SEND and additional money is made available through 'top up' from the LEA to meet the needs of high needs pupils who may have either a statement or an EHC Plan.

All staff are encouraged to undertake training in relation to SEND and this is made available through the school's own CPD programme. In addition, meetings may be arranged to discuss specific needs of individual pupils should it be necessary. These may include input from an external agency or specialist teacher in order to facilitate collaborative working to support the needs of an individual pupil.

Broughton's SENDCo regularly attends the Local Authority's SENDCo Cluster meetings in order to keep up- to- date with local and national updates in SEND.

The school is also a member of the National Association for Special Educational Needs (NASEN).

Important roles and responsibilities

The SEND Governor is Liz Hamilton. She provides a voice for SEND at Governors' meetings.

Mrs Hardman, SENDCo, works with the Headteacher and Governing Body to determine the strategic development of the SEND policy and provision in school.

The Headteacher, David Botes, has overall responsibility for the provision of education to pupils with special educational needs.

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age.

Learning Support Assistants may support the teacher in helping the learning of whole classes

Complaints procedures

If a parent/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 Headteacher or SENDCo who will be able to advise on formal procedures for complaint.

Links to other relevant policies and information

- Information Management and confidentiality
- Accessibility Policy
- Dealing with complaints
- Bullying
- Behaviour

The SEND policy should be read in conjunction with the schools SEND Information report 2023 which is updated each year and the Local Education Authorities Local Offer

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

SEND Policy Review

Broughton High School considers this SEND Policy document to be important and, in conjunction with the Governing Body, will undertake a thorough annual review of both policy and practice. The outcomes of this review will be used to inform the School Improvement Plan.