



## BAINES SCHOOL

### SEN & Disability Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This document is a written statement of Baines School's whole-school policy on SEND. It is not a standalone policy. It should be read in conjunction with other school policies, such as the Attendance for Learning Policy, Behaviour Policy, Learning and Teaching Policy, Safeguarding Policy, Anti Bullying Policy, Complaints Policy.

#### **AIMS/OBJECTIVES**

We at Baines are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we believe that every teacher must be aware of the need to identify and provide for pupils who have Special Educational Needs. The governing body ensures that the necessary provision is made to provide a stimulating and supportive environment in which SEND pupils are able to develop to their full potential. It also ensures that every pupil with SEND joins in the activities of the school, together with pupils who do not have SEND, so far as it is reasonably practical and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. Baines School identifies pupils with special needs as those

requiring provision that is additional to, or different from, that normally provided for other pupils.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will;

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
2. Ensure good working relationships with parents, carers and the community.
3. Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
4. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
5. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
6. Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.

### **Definition of SEND**

A child or young person has SEND 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEND Code of Practice (2014, p 4)*

### **Definition of disability**

Many children and young people who have SEN may also 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' SEND Code of Practice (2014, p5)

### **1 The kinds of special educational need for which provision is made at the school**

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 Baines, the intention is to meet the needs of the 'whole child' and not just their educational needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **2 Information about the policy for identification and assessment of pupils with SEND**

Identification of new students transferring from primary school is through routine data collections and information from SENCOs, class teachers, external agencies (if applicable) and parents/carers. For some students, the transition process may begin as early as Year 5 depending on need.

On entry all students are screened for their reading ability as well and these results are used with existing information to inform support arrangements.

Concerns about a student having SEND can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the SENCO, Progress Leader or Subject Leader in the first instance. A preliminary assessment will be carried out which may lead to further specialist testing before a decision regarding additional support is made.

The SEND Code of Practice makes it clear that "All teachers are teachers of students with special educational needs." The school has a graduated approach of assessing, planning, doing and reviewing. This involves 3 waves of intervention as laid out in the SEND Code of Practice 2014:

**Wave 1 = Quality First Teaching**

**Wave 2 = Wave 1 + specific, additional and time limited small group interventions aimed at removing barriers to learning.**

Wave 1 and 2 students will be placed on the Learning Support Register but will not necessarily be classed as SEND.

Wave 3 = this is characterised by interventions that are different from or additional to the normal differentiated curriculum (i.e. waves 1 and 2). Intervention can be triggered through concern but must be evidence based. Evidence must show that despite receiving differentiated teaching, students:

- Make little or no progress
- Have difficulty acquiring age appropriate literacy/numeracy skills
- Have a reading age below 9.6 and a single word reading score below 85
- Display persistent emotional/behavioural difficulties resulting in a barrier to learning and do not respond to behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication/interaction difficulties and make little progress

Early identification is crucial and student progress is monitored through 4 annual data collections as well as ongoing observations in the classroom, staff briefings and through the marking of work. The school will also use appropriate standardised testing (WRAT 4) and screening tools when a concern is raised.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Literacy/numeracy interventions
- IDL (online dyslexia support programme)
- Launch the Lifeboat
- Read for Meaning
- In class support

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. We also have access to external advisors who are able to use a range of specialist assessments

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put onto a Learning Support Plan and reviewed regularly, and refined / revised if necessary.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans**

The school will request a Statutory Assessment from the Children's Services Authority (CSA) when, despite an individualised programme of sustained intervention within the school's Special Educational Needs provisions, the student remains a significant cause for concern. A Statutory Assessment may also be requested by a parent. However, an EHCP will only be given if the young person is assessed as having complex life-long needs. Young people who would have met the criteria for a statement up to a band D previously will now be supported from within the schools delegated budget. A request for Statutory Assessment does not inevitably lead to an EHCP.

#### **3a How the school evaluates the effectiveness of its provision for such pupils**

- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed.
- Use of assessment data, lesson observations, learning walks, work scrutiny, staff liaison and marking to measure progress in the classroom
- Discussion with students
- Parental feedback
- SLT monitoring and evaluation process

#### **3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

- All data for students identified as SEND (waves 1,2 and 3) is analysed by the SENCO after each data collection (4 times a year) and any students failing to make expected progress are discussed at a RAP (Raising Achievement and Progress) meeting with the Headteacher and Deputy Headteacher. A further meeting is then held with the pastoral team at which intervention strategies are agreed on an individual basis. In many cases, this is achieved through our ordinary available whole school provision by classroom teachers, the pastoral team and/or the Learning Support Department.
- All student progress is closely monitored by department staff and Progress Leaders at each data collection point.

- Education, Health Care Plans (EHCP) must be reviewed annually – the SENCO will organise these reviews and invite the student, the student's parent/carer and any other person or specialist service deemed appropriate.
- An annual consultation evening for parents is held for each year group.

### **3c the school's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2014, 6.37)*

- Subject teachers are responsible for differentiating lessons to meet the needs of all students in their class
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCO and Learning Support team
- Information on individual students with SEND is held electronically on SIMS and in a secure shared area; this is accessible to all classroom based staff and is regularly updated; it includes relevant information on student attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons.
- All students are taught in mainstream classes; there is a minimum of withdrawal for specialist input e.g. Nurture Group, social skills groups
- Additional literacy/numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays

### **3d how the school adapts the curriculum and learning environment for pupils with special educational needs**

- Differentiation of resources and learning materials by the subject teacher with support from the Learning Support Department if required
- A team of 14 Learning Support Assistants (LSAs) are employed to deliver interventions and to provide in class support for identified students/groups
- Additional numeracy and literacy interventions
- Personalised learning programmes/timetables e.g. reduced timetable, nurture group.

- The Learning Support Centre and After School Study Club provide a safe-haven and supervised support for SEND children at break, lunchtimes and after school.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps
- Disabled toilets are available in 5 buildings.

### **3e additional support for learning that is available to pupils with special educational needs**

Provision is allocated according to need and follows the 'Assess, Plan Do and Review' graduated approach set out in the Code of Practice 2014.

Additional literacy and numeracy support is provided in a variety of ways:

- Literacy Booster Groups
- Daily reading, spelling and Maths interventions run over the registration period. Progress is reviewed regularly and provision adjusted accordingly.
- Paired reading
- Year 7 testing of reading skills identifies the students who require intervention
- Exam concessions – testing at the end of Year 9 determines who qualifies for a range of exam concessions at GCSE; parents are informed by letter.
- Internal exams/assessments – teaching staff have the flexibility to make arrangements as appropriate with the support of the Learning Support Department when required.

### **3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at Baines are available to pupils with special educational needs either with or without a statement of special educational needs/Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

### **3g support that is available for improving the emotional and social development of pupils with special educational needs**

At Baines School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, time-out space for pupil to use when upset or agitated, mentoring with Progress Leaders/Pastoral Team, School's Educational Psychologist (referrals made when required), access to Specialist Teacher.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

#### **4 The name and contact details of the SEN Co-ordinator**

The SENCO at Baines School is Mrs Gill Newhouse, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

The SENCO is supported by an Assistant SENCO (Mrs Janet Imisson). Both are available on 01253 883019 or gne@baines.lancs.sch.uk/jin@baines.lancs.sch.uk.

#### **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

All staff have INSET training on a wide spectrum of special educational needs. Training from external courses is disseminated throughout teaching and non-teaching staff when appropriate. Part of the induction process for Newly Qualified Teachers and Initial Teacher Trainees is time with the SENCO or Assistant SENCO to give training and support.

#### **The Learning Support Team consists of**

Gill Newhouse	-	SENCO
Janet Imisson	-	Assistant SENCO
Katy Streetly	-	Mental Health and Medical Lead
Hollie Harker	-	Senior Learning Support Assistant
Beryl Spore	-	Learning Support Assistant/Maths Intervention
Rebecca Collins	-	Learning Support Assistant/English Intervention
Gill Marsden	-	Learning Support Assistant
Lee Sharples	-	Learning Support Assistant



Kim Park - Learning Support Assistant  
Rebecca Nicholls - Learning Support Assistant  
Julie Wellings - Learning Support Assistant  
Charlie Hampson - Learning Support Assistant  
Mark Fisher - Learning Support Assistant  
Emma Holmes - KS2 Qualified Teacher

**The following colleagues are based in school on a part time basis:**

- Specialist teacher
- School nurse

**Referrals can be made to these agencies:**

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Neurodevelopment Pathway

**6 Information about how equipment and facilities to support children and young people with special educational needs will be secured**

- Baines School consists of seven buildings which accommodate pupils. The buildings are spread over two floors and there are no disabled lifts therefore only ground floor classrooms are accessible.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps.
- There are designated access parking spaces near the front entrance.
- An internal audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and the majority have window blinds and wall displays.
- Three of the buildings house toilets with disabled access, and the main building has a medical room with hand washing facilities, a medical bed, and lockable storage area.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school.
- To accommodate accessibility needs, adjustments to room timetabling would be made on an individual basis.

## **7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

Baines School encourages the input of parents/carers in supporting their child's education and all parents/carers are welcome to contact the SENCO if they have concerns about inclusive educational provision. Parents/carers are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. Parents/carers are routinely invited to:

- An annual consultation evening – due to the SENCO's teaching commitment, the Assistant SENCO will be available at these evenings
- Year 7 Meet The Tutor evening (in the first term)
- Open Evenings for Y6/7 transition
- Options Evening for Y9/10 transition
- Open Evenings for Y11
- Annual Review meetings

The SENCO and Assistant SENCO will be available at all events unless otherwise stated.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

## **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

- All students with an EHCP attend and participate in their annual review
- Students accessing interventions are routinely consulted at the start and end of an intervention
- Students work with Progress Tutors and Progress Leaders to review progress and set targets following each data collection
- The Learning Support Department/pastoral team work on a 1:1 basis with identified students to support socially, emotionally and academically as appropriate.

Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### **9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Baines School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, SENCO or Head of Pastoral Care, Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10. The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)**

- Details of the Local Authority's Local Offer can be found at [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)
- The school's contribution to the Local Offer can be found on the school website.
- The first point of contact in school to discuss prospective students with SEND is the SENCO or Assistant SENCO (contact details on page 8)
- Other relevant school professionals would be: Progress Leader or Progress Tutor if the student is already attending school (contact details available on the school website)

### **11 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Baines School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible

**KS2/3 Transition** – well established and routine links with all feeder primary schools ensures appropriate support arrangements. The SENCO/Assistant SENCO work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition. In addition to the standard induction day, transition arrangements may include:

- Transitional annual review/LSP review
- Additional visits
- Photograph album of the school
- Baines staff visiting the primary school
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school
- A member of the Learning Support Department/SENCO visits feeder primary schools to meet Year 6 pupils and to gather information from the Year 6 teachers and support staff
- All teachers and LSAs are provided with information about all new students' needs, strengths and background before the start of Year 7
- The Assistant Head allocates Year 6 pupils to form groups using relevant advice from the feeder primary school.

### **KS3/4 Transition**

- Transitional annual review for EHCP students
- Staff guidance re appropriate option choices
- Exam concession testing (if appropriate)
- Careers guidance
- Open evenings

### **Post 16 Transition**

- Transitional annual review for EHCP students
- Guidance on subject choice
- Liaison with college/sixth form
- Taster days
- Exam concession testing (if appropriate)

### **12 Information on where the local authority's local offer is published.**

The local authority's local offer is published on [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on .....

Next review on .....

