



OLD BUCKENHAM HIGH SHOOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Author / Edited by	Mr A Dwight / Mrs J Evans
Date	November 2020
Executive summary	This policy has been reviewed and amendments made in order to comply with Trust requirements and those of the Local Authority
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	As required but at least annually – November 2021
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

Aims

At Old Buckenham High School we aim to support all students, to ensure access to a broad and balanced curriculum, and in preparation for adult life. We use a cycle of assess, plan, do and review for all students in order to prepare them for their longer-term goals. We work closely with parents and carers to achieve these aims.

Success will be demonstrated if:

- Quantitative outcomes, such as progress, attendance and behaviour data are monitored, and SEND support is planned and carried out for students with SEND if they fall behind their peers, using a graduated approach
- Qualitative evidence reviewing the perceived positive effect of SEND support will also be sought from support staff, teachers, students and their parents / carers as appropriate
- Both methods will be used for evaluating the impact of the policy.

This policy and information report 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 (SENDCOs) and the SEND Information Report

Definition

A pupil has SEN if they have a learning difficulty or disability which 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

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.

Roles and Responsibilities:

The SENDCO is Jo Evans jevans@obhs.co.uk (01953 860233)

They will:

- Work with the headteacher (Mr Andrew Fell head@obhs.co.uk) and SEND governor (Mrs Emily Severn) 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- 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

4.4 Progress Leaders, Curriculum Leaders, Subject Teachers and Form Tutors, supported by the senior and extended leadership team:

Are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.3 The headteacher

The headteacher will:

- Work with the SENDCO 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

4.2 The SEN governor

The SEND governor will:

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

6. Monitoring arrangements

This policy and information report will be reviewed by SENCo Jo Evans **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

SEND Policy and SIR Adjustments and Considerations - November 2020 Covid 19

As a result of the ongoing Covid 19 pandemic, the following adjustments are in place:

Safeguarding, attendance and monitoring of wellbeing

- Children with medical disabilities, whose health is at greater risk from Covid 19, will be specifically named on risk assessments to be drawn up by the SENDCo and Deputy Head Teacher and shared with the parents, staff and pupil (where appropriate). Such conditions include: Diabetes, Cerebral Palsy, Severe Asthma and among others.
- The SENDCo and Deputy Headteacher will endeavour to ensure that appropriate staff, facilities and provision are available to secure a safe, appropriate and positive placement for children who have an EHC plan in place.
- A survey of a sample of pupils will take place to find out about the general wellbeing of pupils at this time.

Arrangements for consulting parents of, and young people with, SEND

- Termly meetings between the SENDCo and parents will continue to be offered. Parents will be offered the option of a report from the SENDCo, a phone call or a video call. Further meetings, where necessary, can be arranged through the usual methods.
- School will continue to signpost parents to professional support agencies such as Parent Carer Forum (Family Voice Norfolk), Point 1 and other services within the Local Offer – this will be via e-mail and/or the student bulletin.
- In the event of pupils being off-site due to Covid 19, the school will need to make contact with pupils. A child on the SEN Support Record will receive a weekly email from the LSA allocated to their year group, offering support with home learning. All emails sent to parents/children will need to be logged on the school Provision Mapping software.

Arrangements for assessing and reviewing children's progress

- The SENDCo will continue to work to monitor pupil progress and barriers to learning.
- In the event of pupils being off-site due to Covid, the SENDCo will continue to monitor and track SEND pupils' access to learning and barriers to learning through communication with class teachers. Where barriers to learning are evident, the SENDCo will respond swiftly by implementing the most effective method of support for example – sending paper packs of work home.

The approach to teaching children with SEND

- When in school, provision for SEND pupils is carried out strictly in line with the Sapientia Education Trust COVID 19 Risk Assessment document to promote the safety of staff and pupils.
- It may be difficult for the school to provide the provision on One Page Profiles/Individual Support Plans/Pastoral Support Plans because the resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).
- When in school or at home, SEND pupils with cognition and learning difficulties will have access to learning appropriate to their level of academic ability, which may be different to other members of their year group.
- In the event of pupils being off-site due to Covid 19, school staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND. If parents need to contact a member of school staff for additional support or guidance for home learning, then they should contact their child's subject teacher. However, if they still feel they need to contact a member of staff then the school website (SEND page) includes contact details for the SENDCo.

Support for emotional and social development

- Pupils with Social, Emotional and Mental health needs (SEMH), will benefit from the Old Buckenham High School behaviour policy which emphasises the importance of school staff clearly communicating behaviour expectations to pupils to enable them to understand and embed this information to the same level as their peers.
- The school operates a 'Wave Approach' to meeting the needs of students with additional needs including those with social, emotional and behavioural needs. Wave support is monitored by the SENCO and appropriate interventions are put in place. The SENDCo and pastoral team meet regularly to identify which students have additional needs and agree how best the school can meet those needs and identify where external agency support is required. Students are assessed and their need identified before being on the SEND Record. Individual Support Plans are used when necessary.
- Pupil surveys, and pupil One Page Profiles are completed in by pupils on our SEND Support Record, and our register of Additional Needs, to allow an opportunity for pupil voice to be shared throughout the academic year.

Working alongside other professionals

- Reviews of EHC plans (where professionals are involved), consultations with professionals such as Educational Psychologists and the Virtual School for Sensory Support will be carried out remotely via phone or video conferencing platforms, and only rarely through face-to-face meetings
- Parents will continue to be informed if a meeting is taking place concerning their child and where possible, views of parents will be sought through reports or through a telephone call.

Review: This addendum to the SEND Policy will be reviewed in light of new government guidance as and when it is published.