

SAPIENTIA EDUCATION TRUST



OLD BUCKENHAM
HIGH SCHOOL

OLD BUCKENHAM HIGH SHOOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Author / Edited by	Mrs C Boothe
Date	March 2022
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	To be reviewed within 2 years - updates added annually if required - March 2024
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>

Endorsed by **Old Buckenham High School** Governing Body on 16th May 2022

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1. Aims of the SEND Policy and Information Report

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Establish how we carry out our duties towards children with SEND, in regards to the Special

Educational Needs and Disability Code of Practice 0-25 (January 2015)

2. Introduction

At Old Buckenham High School we aim to create an inclusive school environment, where Quality First Teaching is provided for all students. This includes appropriate differentiation for individuals, high quality resources and effective use of additional adult support. We aim to identify and support possible barriers to learning, treat all students as individuals and ensure they have the provision required to achieve their best.

3. Definition of Special Education Needs and Disability (SEND)

A student has SEND 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 others of the same age
- 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.

A 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.

4. Legislation and guidance

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 students with SEND 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
- This policy also complies with our funding agreement and articles of association

4.1 The Key Points from the SEND Code of Practice 2015

Improving outcomes: high aspirations and expectations for children and young people with SEND.

6.1 All children and young people are entitled to an appropriate education, one that is appropriate

to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special educational provision in schools

4.2 Teachers are responsible and accountable for the progress and development of the students in

their class, including where students access support from teaching assistants or specialist staff.

4.3 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

5. The four main areas of SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech and Language difficulties

- Cognition and learning, for example, Dyslexia, Dyspraxia, moderate to severe learning difficulties.

- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity

Disorder (ADHD)

- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, processing difficulties, epilepsy

5.1 What do the classification codes mean?

- K – Student known as having a SEND need and receiving targeted intervention

- E – Students have an Educational Health Care Plan

5.2 Children and young people with a disability

Many children and young people who have SEND 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’. Schools are required under the Equality Act 2010 to have an accessibility plan, which has been published separately. See the accessibility plan for more details.

6. Roles and responsibilities

The work around providing for children with SEND is carried out by the School’s SEND team which

comprises of :

- The SENDCo
- A SEND Assessor
- A SEND Lead Teacher
- Five Full Time Equivalent Teaching Assistants

6.1 Expertise and training of staff

- Our SENDCo has completed the NASENCO qualification.
- Our SEND Assessor, responsible for Exam Access Arrangements, has completed the Level 7 CPT3A qualification

Additionally, our team of HLTAs and TAs are specialised in a variety of areas. Some have carried out specific training to:

- Work with students with a variety of SEND
- Provide First Aid

To ensure the continuous development of our SEND team, staff attend training once a month. This is delivered by external agencies or SEND teachers and can be focused on topics such as: Speech and Language Therapy, effective differentiation, working with those with Hearing Impairments, etc.

6.2 The responsibilities of the SENDCo

The SENDCo is Catherine Boothe – cboothe@obhs.co.uk

They will:

- Work with the Headteacher, SLT and the SEND Governor 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 students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher, SLT and the governing board 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 students with SEND up to date

6.3 The responsibilities of the SEND 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, the SLT and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The responsibilities of the Headteacher

The Headteacher will:

- Work with the SLT, the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.5 The responsibilities of the class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6.6 Working with other agencies

The school makes referrals to a range of external agencies to identify students needs and make recommendations.

All of these agencies provide support, strategies and information for parents and carers in relation to the young person that has been referred. The school also buys in to certain agencies to provide even

further support.

The agencies that the Old Buckenham High School work with include:

- EPS (Educational Psychology Service)
- OT (Occupational Therapy)
- HI/VI (Hearing and Visual Impairment Service)

- SALT (Speech and Language Therapy)
- CFCS (Child and Family Consultation Service)
- CAMHs (Child, Adolescent, and Mental Health Services)
- DOS (Dyslexia outreach Service)
- CDS (Child Development Service)

7. SEND at Old Buckenham High School

When a child is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. This process reviews the SEND Support received by the child and is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a child continues to make less than expected progress, despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

Some children will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these children will then be removed from the school’s register of SEND children. However, we continue to monitor the progress of such children closely to ensure their progress is maintained.

7.1 Old Buckenham uses the ‘wave’ system as set out below

Wave 1

The School’s regular teaching arrangements and Quality First Teaching are sufficient to meet the

needs of Wave 1 students

Wave 2

Support is typically provided by:

- Student Profile and support from external agencies
- Adult support in mainstream classes where appropriate
- Specialist interventions in small groups. These include interventions such as: Mentoring, Lexia, BOXALL, and bespoke programmes.

Wave 3

Support is typically provided by:

Bespoke one to one programmes of support

Interventions delivered with external agencies

8. Identifying students with SEND and assessing their needs

In accordance with SEND Code of Practice 2015 the School uses the Assess, Plan, Do, Review approach. We will assess each student's current skills and levels of attainment on entry, which will build on previous information from primary schools. Class teachers will make regular assessments of all students and identify students who progress significantly slower than their peers. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment do not automatically mean that a student is recorded as having SEND.

To identify when a young person has learning difficulties or a special educational need, we follow this procedure:

- A young person, their parents/carers or teachers may raise concerns about a student's attainment or behaviour
- Feedback will be gathered from teachers regarding the student's way of working and evidence of their work will be collated
- The SEND Department will review parent/teacher feedback and student's attainment levels
- Depending on the concerns that have been raised, a screening may be carried out
- Feedback from these assessments will be shared with parents/carers
- If the assessment shows potential Special Educational Needs or Disabilities, strategies will be shared with teachers on how to support student
- Depending on the outcome of the completed assessments, the student may be asked to join a

Wave 2 intervention such as Social Skills, Lexia, etc to focus on a specific area of their learning

- Where screening or teacher concerns shows potential ASD/ODD/ADHD traits, parents/carers will be encouraged to seek support from their GP or to make a CAMHs referral. The SEND

Department may also make a referral to CAMHs or to the school's EP buy-in service.

- Where screening highlights learning concerns, the SEND Department may

make further referrals for the student to be seen by the Dyslexia service, or to the school's EP buy-in service

- Where onward referrals have been made to professionals, the SEND department will meet with and/or provide written reports to services (ie: CAMHs, CDS, SALT etc)
- Once a student has obtained a formal diagnosis of SEND and/or is accessing a specific SEND intervention, they will be added to the SEND Register

9. Supporting children, young people and parents to participate in decisions about their support

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We ask permission from parents to assess their child
- We will formally notify parents when it is decided that a student will receive SEND support
- Young people have their views and own perspectives heard

9.1 Involving children, young people and parents in planning, commissioning and reviewing services

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The subject teachers and SEND department will work with the SENDCo to carry out a clear analysis of the student's needs.

This will draw on:

- All of child's teachers' assessment and experience of the student
- Their previous progress, attainment, and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

10. Adaptions to the curriculum and learning environment for children with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable children with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the children with SEND in their class and know a range of strategies that can be utilised to support children. They are able to draw on the expertise of the SENDCo, SEND teachers and professionals from other external agencies for advice as needed.

10.1 How the curriculum is matched to a young person's needs

Old Buckenham provides all students with a broad and balanced curriculum. To ensure teachers have a clear understanding of a child's Special Educational Needs or Disabilities, teachers will have a Student Profile outlining how the curriculum should be differentiated to meet the student's needs.

There are many ways that teachers will differentiate the curriculum such as:

- Breaking down information into small steps and writing this on the board
- Breaking down tasks and putting this in an easy format on the student's whiteboard
- Ensuring 'think time' to allow the student to have time to decide how to answer
- Writing frames and grids to help a student start their writing and have a clear structure
- Vocabulary banks and opportunities to make sense of the words
- Visual materials to help make sense of the discussion
- Shorter tasks with clear outcomes expected
- Sometimes Teaching Assistants (TAs) and other adults will work alongside the teacher to support your child to access different aspects on the curriculum. The level of TA support is dependent on the level of need
- Within the physical and funding constraints of the school specialist equipment can be offered (E.g. angled writing pads, coloured overlays etc.)

Classroom teachers are responsible for the differentiation and delivery of their lessons. All staff receive on-going high quality Continual Professional Development (CPD) on SEND and support and guidance is given on how to adapt their teaching and lessons.

10.2 Exam Access Arrangements

Exam Access Arrangements are designed for students with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.

These arrangements are designed to enable all students equal opportunity to access examinations and assessments. Exam Access Arrangements should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled. JCQ (Joint Council for Qualifications) guidance indicates that Exam Access Arrangements should be initiated by the school not a body external to the school.

The Exam Access Arrangements that are available:

- Supervised rest breaks (to be considered before extra time)
- Separate room
- Read aloud
- Extra time
- Computer reader/reader
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries
- Modified papers

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements. All of the above Exam Access Arrangements have to be a student's normal way of working with evidence provided.

10.3 How the learning environment is adapted to a young person's needs

- Using recommended aids, such as laptops, iPads, coloured overlays, and larger fonts

- Noise-cancelling headphones
- Fidget devices
- Bespoke learning aids, such as visual timetables, coreboards and zones of regulation cards

10.4 Securing equipment and facilities

All facilities and equipment are secure and suitable for students with SEND.

10.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their expected targets each term
- Reviewing the impact of interventions
- Monitoring by the SENDCo and Headteacher
- Using provision maps
- Holding annual reviews for students EHC plans or high needs funding
- Moderation between TA and Teacher
- Feedback from subject teachers
- Specific SEND reports based on a series of standards below GCSE level where appropriate
- Feedback and reports from OFSTED

11. Supporting students moving between phases and preparing for adulthood

11.1 KS2 – KS3 transition

Advanced planning for children in Year 5 is essential to allow a smooth transition to secondary school. The SENDCo will liaise with the SENDCo of the primary school to ensure that effective arrangements are in place to support children at the time of transfer. We will agree with parents and students which information will be shared as part of this.

Additionally, the school supports students who are transferring from primary school by:

- Information sharing with new setting
- Planning visits to the new setting
- Transferring of records from primary to secondary
- Providing additional transition visits for SEND/vulnerable students

- Hosting Year 6 Taster Days and transition days
- Attending annual reviews of Y6 students with EHCPs or High Needs Funding
- Sharing transition resource packs and booklets
- Liaising with external agencies, if applicable
- Phasing the transition process for students with significant difficulties

11.2 KS4 – Post-16 Transition

From Year 9 onwards, particularly for those with Education, Health and Care plans will be involved in planning for their transition to adult life, the future and how to prepare for it.

Additionally, the school supports students who are transferring to a Post-16 setting by:

- Holding annual reviews for students with EHCPs or High Needs Funding, focusing on exploring Post-16 placements
- Arranging planning meetings with the school's careers advisor
- Providing support from Teaching Assistants when writing personal statements and application forms
- Sharing information with the new setting
- Planning visits to the new setting as part of the transition
- Transferring records from secondary to Post-16 setting
- Organising additional transition visits for SEND/vulnerable students
- Liaising with external agencies, if applicable

12. Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our students, including our before and after school clubs
- All students are encouraged to go on any of our school trips.
- All students are encouraged to take part in sports day, school plays, visiting workshops
- No student is ever excluded from taking part in these activities because of their SEND or disability
- The school has an accessibility plan to ensure that any changing need of any student is assessed and then a plan is put in place

- The students who need support when going on a school trip will be accompanied by a member of staff

13. Support for improving emotional and social development

The school systems provide support for students to improve their emotional and social development.

We further support SEND students in the following ways:

- All students have a form tutor, Progress Leader and Pastoral Manager who work closely with the SENDCo to ensure

the well-being of each student is met

- Information is shared with teachers to ensure students are able to work successfully in school

- Student's medical needs are recorded and shared with all teachers as required and in some cases a

health care plan is put in place

- We have specific staff who have undertaken higher level first aid training
- Students with attendance issues will be referred to the appropriate external agency
- The school works with the community police officer to help with safety to and from school
- Old Buckenham High School has a clear anti-bullying policy and safeguarding procedures in place
- Positive mental health is promoted through ILT, PD and assemblies and individual support
- Social stories are created for SEND students, where necessary
- Regular home-school contact from teachers, form tutors, Progress Leader, Pastoral support or SEND department
- Referrals to services such as CAMHs, Kooth or an Educational Psychologist can be made, where necessary

14. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo and Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. Storing and managing information

We use data packages which store information:

Go4Schools

SIMS

Provision Map

My Concern

See Old Buckenham High School Data Protection Policy

16. Contact details of support services for parents of students with SEND

To contact support services available for parents of children and young people with a special educational need, please go to: www.norfolk.gov.uk and www.dfe.gov.uk

16.1 Contact details for raising concerns

- Catherine Boothe – SENCO – cboothe@obhs.co.uk
- Andrew Fell – Headteacher – afell@obhs.co.uk

17. Norfolk Local Offer

Norfolk Education and SEND Local offer

[SEND Local Offer - Norfolk County Council](#)

18. Monitoring arrangements

This policy and information report will be reviewed by Catherine Boothe 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.

19. Links with other policies and documents

This policy links to:

- Anti Bullying policy
- Behaviour policy
- Complaints policy
- Data protection policy
- Vulnerable students protocol
- Equalities Objectives
- Accessibility plan
- LAC and PLAC policy