



BREDON

SCHOOL

Special Educational Needs and Disability Policy

Children and Families Act (2014)
SEN Disability Code of Practice, 0-25 years 2014 (SEND 2015)
ISI Regulation (2015)

Date: December 2024
Author: Director of Learning Development
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Next Review Date: December 2025

Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the ***Equality Policy, The Health and Safety Policy and the Safeguarding Children and Child Protection Policy***.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

**Peninsula HR Online, Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS), Educare (online CPD)
SchoolPro (Online CPD and Data Protection Service)**

Introduction

Bredon School ('the School') values the contribution that every child and young person can make and seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. As such provision for pupils with Special Educational Needs and/or Disabilities ('SEND') is a matter for the School as a whole.

This policy was created by the Director of Learning Development in collaboration with the SENCO team, the SEN Governor, the SMT, all staff and parents of pupils with SEND. The SEND Policy is an integral part of the School's strategic planning. The School incorporates the development of the SEND policies into the School's overall improvement plans.

Objectives

The aims of this policy are to:

- afford opportunity to pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- ensure compliance with the Equality Act 2010.
- have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time.
- detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time.
- operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
- ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the National Curriculum as appropriate.
- work in partnership with parents to enable them to make an active contribution to the education of their child.

Definition of Special Education Needs and Disabilities

SEND: A pupil has SEND where their learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014).

*Disability: A pupil is disabled if they have '**...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**' (as defined by the Equality Act 2010).*

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Not all pupils who have a learning difficulty or special educational need are disabled.

Staff Responsibility

Education and welfare provision for pupils with SEND is a matter for the School as a whole. All teachers are teachers of pupils with SEND. **All teaching staff** are therefore responsible for helping to meet an individual's special educational needs, and for following the Schools' procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in cooperation with the Headmaster, has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.

The **Headmaster** has specific key responsibilities, which include:

- The management of all aspects of the School's work, including provision for pupils with SEND.
- Working closely with the Head of SEN to keep the governing body informed about SEND issues and including it as part of the School development plan.

The **Director of Learning Development** has specific key responsibilities, which include:

- Strategic management of the SEND provision across the School and delegated responsibility for implementation of the School's SEND Policy.
- Working with the Headmaster to keep the governing body informed about SEND matters and including it as part of the School Development Plan.
- Delegated responsibility for regular monitoring and reporting to governors about the implementation of the School's SEND Policy.
- Evaluating the suitability of the School as a provision for prospective pupils with SEND and making recommendations in collaboration with the Admissions Panel and SENCO team.
- Keeping parents informed about the School's SEND provision.
- Timetabling of support for pupils with SEND.
- Finance related to pupils with SEND.
- Over-see & coordinate work of the SENCO team.
- Liaising with SEND Governor and SMT to ensure that SEND issues are given prominence and new initiatives driven forward and embedded across the School.
- Line management of the learning support teachers.
- Overseeing inspection paperwork and liaising with organisations such as CReSTeD.

The **SENCO Team** have specific key responsibilities, which include:

- Overseeing the day-to-day operation of the School's SEND policy.
- Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND.
- Helping staff to identify pupils with learning support needs.

- Managing the teaching assistants in the School.
- Coordinating provision for pupils with SEND.
- Overseeing and maintaining the records of all pupils with SEND
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.
- Assessing prospective pupils.
- Liaising with external agencies including the educational psychologist, careers guidance, Child and Adolescent Mental Health Services ('CAMHS'), health and social services; voluntary bodies; BDA.
- Organising and attending Annual Reviews with the Local Authority and parents for those pupils with a statement or Education Health Care Plans ('EHCP').
- Implementation of Pupil Passports and ensuring they are easily accessible to staff.
- Monitoring EHCP or equivalent, including chairing all annual reviews and meeting statutory deadlines.
- Attending tribunal hearings as an expert witness on behalf of the School
- Deployment of resources; accounts; orders.
- Advising and monitoring staff in the learning support department, in conjunction with the Director of Learning Development.
- Ensuring that the School keeps records of all pupils with SEND up to date.
- Maintaining the Additional Needs Register, to include pupils with SEND.

Cavendish Education has a role in managing and directing the SEND provision at the School, through questioning policy and procedures.

Accessibility Plan

The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around the school site and as a result of the School buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

Admissions

The School aims to remove from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The School will treat every application for a place at the School in a fair, open-minded way.

For prospective pupils and before an offer of a place is made, the School will liaise with parents and feeder schools (if required) to ensure sufficient information is obtained about any special circumstances affecting the child. The School will complete a basic assessment with prospective pupils when they attend the School as a guest pupil.

An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot accommodate a disabled applicant.

Access Arrangements for Pupils with SEND

[Special Access Arrangements Policy](#)

Access to the Curriculum

All pupils with SEND are taught for most of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. In exceptional circumstances some pupils with SEND may be allowed exemption from parts of the National Curriculum. This circumstance will only arise after careful consideration of the pupil's needs, the impact of the curriculum being applied and following pupil and parent consultation. Where appropriate, materials may also be modified or support provided, to enable pupils with SEND to access the learning or assessment processes.

In addition to the statutory curriculum, the School provides a wide range of additional activities. These include sporting activities and use of the School farm. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

The Universal Provision provides a level of support over and above what would be ordinarily available in a non specialist mainstream setting.

The SEND of the great majority of pupils will be met effectively within mainstream settings through SEN Support, without the LA needing to make an Education, Health and Care needs assessment. In a small number of cases the LA will need to make an Education, Health and Care needs assessment which may lead to the creation of an EHCP. In these cases a request for an assessment may be made by the School, the parents or referral by another agency (health authorities and social services departments).

Additional Need Register/Category of Need

The Additional Needs Register is a way of identifying, monitoring and recording pupils who may need something additional to or different from the universal offering in school.

Pupils will be categorised depending on their needs and the support that they receive.

Category 1 - all Bredon School Pupils receiving Universal and/or Targeted provision

Category 2 - pupils who are receiving Specialist provision eg SLS, SALT

Category 3 - pupils with a formal diagnosis of a special educational need

Category 4 - pupils who are receiving Special provision and have a formal diagnosis of special educational needs.

Category 5 - pupil has a finalised Educational, Health and Care Plan or the equivalent.

If a pupils' needs are considered to be Category 2 or above they will be placed on the Additional Needs Register and will be monitored by the SEN team.

Provision

Identifying need at the earliest point and then making effective provision improves long-term outcomes for a pupil.

Levels of Provision
<p>Universal Provision</p> <ul style="list-style-type: none"> • Specialist dyslexia school; CReSTeD accredited (re-reg. Feb 2023). • Small class sizes (where possible limited to 12) • Peer group with similar difficulties and needs • Clear simple instructions and expectations • Extra 'take up' and processing time • Clear and appropriate time limits. • Opportunities for collaborative peer working and flexible grouping • Clear behaviour for learning policy • Access to a Chromebook and assistive technology (read and write) to help with organisation of work and recording of ideas • Word Aware and other universal SLCN approaches • Chunked tasks with small step progression and clear opportunities for overlearning • Lower literacy demands without compromising academic quality of lessons • Pupils are not required to copy directly from the board • Brain and movement breaks are embedded in all lessons • Opportunities for overlearning and revisiting topics regularly - 'Flashback' activity are a feature at the beginning of all lessons • Learning Goals displays and referred to throughout all lessons • Key Word lists related to each lesson displayed and added to throughout lessons • Task management boards/visual aids • Concrete resources to be provided where possible and appropriate • Multisensory teaching • All worksheets presented on buff paper using a dyslexia friendly font (comic sans and arial) • Holistic curriculum including Farm lessons and Outdoor education both onsite • Access to an onsite school nurse, SALT and OT <p>Links to useful documents support classroom teaching: Embedding Literacy Across the Curriculum 5 a day principle</p>
<p>Targeted Provision</p> <ul style="list-style-type: none"> • Class Teacher Led Intervention

- If a pupil is making less than expected progress (in light of their age and particular circumstances), the SEN team will be notified by their subject teacher in the first instance. The SENCO or Director of Learning Development will investigate the matter and will support teaching with specific strategies in an attempt to address the needs of the individual. It is the responsibility of the teaching staff to monitor and feedback the impact of intervention after six weeks to the SENCO team. If deemed appropriate, the SENCO will make contact with parents and suggest a formal assessment is obtained by external professionals, the cost of which will usually be borne by parents. School is given copies of all advice and reports received following any assessment.
- Pupil Passport
- 'Time Out' Cards

Specialist Provision

Internal

- Specialist Learning Sessions (SLS)
- Speech and Language Input
 - Social Skills Group
 - 1:1 Input
- Occupational Therapy
- Mental Health Nurse
- ASD Awareness
- DBT Training

Where individual or small group tuition is provided by a specialist teacher or a teaching assistant, this is done so under the guidance of the SENCO. For pupils who are withdrawn for specialist tuition there may be an additional charge which depends upon the level of support required, subject always to the School complying with its obligations under the Equality Act 2010.

External

- Education, Health and Care Plan Needs Assessment
- Educational Psychologist
- NHS (or other provider) Speech and Language
- NHS (or other provider) Occupational Therapy
- Physiotherapist
- Mentor Link
- CAMHs

*Specialist provision may incur an additional cost

Pupil Passports

Every pupil who has been identified as category 2 or above on the Additional Needs Register have a Pupil Passport. A member of the SEN team will be responsible for writing and reviewing pupil passports in collaboration with the pupil.

The Pupil Passport contains key information such as:

- Attainment data
- Information the pupil would like to share about themselves
- Impact the difficulties have on their learning
- Strategies staff can use to support the pupil
- Strategies the pupil can use to help themselves
- Additional provision
- Access arrangements
- Section E outcomes (if relevant)

Pupil Passports are reviewed yearly by the specialist teacher or the SENCO team. The Pupil Passport may be amended sooner, as and when circumstances change for the pupil, at the request of the pupil, parent, guardian, specialist teacher, SENCO or on the receipt of new specialist reports and or changes to an EHCP/statement.

Identifying, Monitoring and Reviewing

The SENCO Team will ensure that teachers are made aware of pupils' needs and that appropriate provision is in place. Where necessary, support and intervention, based on reliable evidence of effectiveness, should be provided by staff who have experience teaching pupils with specific learning difficulties. Specialist staff may draw upon a variety of sources of information in order to inform their planning such as reviewing EHCPs and specialist reports, assessment data e.g. assessment data, progress grades, subject reports and consideration of teacher, pupil and parent feedback.

The School is committed to regular and systematic evaluation of the effectiveness of its support for those pupils with SEND and how resources are used to address SEND. The School may employ a series of methods to gather data for analysis including (but not limited to):

- Regular observation of teaching.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of short-term outcomes.
- Post-16 destinations of pupils with SEND.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and the pupils.
- Maintenance of assessment records (e.g., literacy and numeracy data) that illustrate progress over time.
- Regular meetings between the Director of Learning Development and SENCO team; class/subject teachers; Heads of Departments; tutors; SMT; teaching assistants; Deputy Head – Academic and Director of Studies Vocational.
- Regular and consistent communication between the SEN and Pastoral teams; identified SENCO is a trained DSL to ensure all information is shared as required. SEN team attend IRUN meetings.

The School reports annually upon its successes and identifies aspects for future development.

Pupils who are withdrawn for specialist teaching will receive half termly progress grades and a written report once a year which summarises their progress.

SENCOs are responsible for conducting annual reviews for those pupils in receipt of an EHCP or equivalent. Pupils, parents and the Local Authority are invited to attend and contribute views to this meeting as per the guidance in the Code of Conduct.

Parents and guardians of pupils who are receiving additional support have the opportunity to meet with a specialist teacher, SENCO or other member of school staff to discuss progress when they feel it is needed. Pupils and their parents or guardians are involved in agreeing next steps.

Pupil's voice

Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. All pupils should therefore be involved in making decisions where possible right from the start of their education. Due weight will be given to pupils according to age, maturity and capability.

Parent's voice

Parents' views and contributions are important to the School in helping to meet the needs of all pupils, particularly those pupils with SEND or learning support needs. Parents and guardians will be supported and encouraged to:

- Play an active and valued role in their child's education.
- Make their views known about how their child is educated through parents evening and the open door policy of the SENCO team.
- All parents and guardians of pupils with an EHCP are invited to attend annual reviews and are given the opportunity to complete feedback which is shared.
- Access information, advice, and support during assessment and any related decision making processes about SEND provision. Information, advice and support are also offered through an 'Open Door Policy', where parents and guardians are encouraged to phone or email with any questions, parents and guardians are provided with the email addresses of every member of teaching staff; the Director of Learning Development and SENCO team is also available at all Parents' Evenings.

Staff Training

The Director of Learning Development and SENCO team attend appropriate local and national courses/conferences; and have membership to a range of organisations which provide training on SEND.

All teachers and teaching assistants within the school are encouraged to take externally accredited SEND related courses. Teaching assistants and teaching staff are encouraged to attend conferences, seminars, INSET sessions, as identified in their Performance Management interview. If approached or the Director of Learning Development sees a need, INSET training is given directly to staff.

The aim is that all staff are qualified to at least a Level 3 SpLD through the British Dyslexia Association or a similar organisation.

Complaints

Parents and guardians are welcome to visit the School or arrange meetings to discuss any aspect of their child's progress with the classroom teacher, specialist teacher, SENCO or Director of Learning Development. However, if parents have any cause for concern or complaint, they are invited to use the School's Complaints Procedure.

This policy can be made in larger print or more accessible format if required.