



The Bishop of Hereford's Bluecoat School

Special Educational Needs and Disability Policy

SLT Lead: Nick Vaughan

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"I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me."

Matthew 25:40



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

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1. Principles and Objectives

The cornerstone of our policy and practice regarding our students with special educational needs is the school's mission statement to provide a broad and balanced Christian education of the highest quality for all our students. In so doing we aim to provide access to the full range of curricular and wider educational experiences for all students founded on an ethos, organisation and learning which have at their heart Christian principles.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015.

- i) All our students who have special educational needs throughout, or at any time during, their school careers, are entitled to have those needs recognised and addressed at the earliest appropriate date.
- ii) All our students are entitled to equality of opportunity in all aspects of educational provision and the greatest possible access to a broad and balanced curriculum, including the National Curriculum.
- iii) The mutual support of the parents and carers of our students with special educational needs is fundamentally important in the learning process.
- iv) Meeting our students' special educational needs will be a shared responsibility, carried out in partnership with parents and carers, and a range of other agencies, including Health and the voluntary sector.

Specialist facilities including The Bridge (The LA's resourced provision for students with Autism) the intervention rooms contained in the Learning Hub, the Therapy and Hygiene rooms and Room 1a (Regulate and Return), are an integral part of the school's organisation. The adaptations made to the structure of the building have enabled the school to include students with complex and moderate learning difficulties as well as those with a wide range of physical disabilities. Further details are set out in the school's accessibility plan.

The school acknowledges its duties under the single Public Sector Equality Duty 2010, and complies with the duty to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it

Our philosophy of inclusion recognises that special educational needs are a continuum and as a school, in partnership with parents and carers and the LA, we are charged with the responsibility of meeting the needs of all students as effectively as we can, wherever they are on that continuum, in order that they may realise their potential.

It is our aim to develop the quality of inclusion within our school (whilst protecting and enhancing the specialist provision for those who require it) in such a way that the personal development of all students will benefit and the whole school community will be enriched.

2. The Role of the Special Educational Needs Coordinator

The role of the Special Educational Needs Coordinator is to manage the whole school's response to special educational needs in line with the school's SEND policy and with due regard to the guidance from the Code of Practice (2015) on the identification and assessment of special educational needs.

The post holder will advise, liaise, inform and encourage curricular development within departments and be accountable to the Headteacher for the following:

- i) Maintaining links with feeder schools with regard to students with special educational needs.
- ii) Identifying, diagnosing and assessing students with special educational needs who have not previously been identified.
- iii) Preparing, maintaining, reviewing, updating and distributing the school's Special Educational Needs Register.
- iv) Placing each identified student with special educational needs (including Social, Emotional and Mental Health difficulties (SEMH)) at an appropriate point on the Special Educational Needs Code of Practice and reviewing their position.
- v) In conjunction with key staff, preparing, writing and reviewing, as necessary individualised intervention programmes for all students at SEN Support and above.
- vi) Maintaining liaison with parents and carers of students with special educational needs.
- vii) Referring for Statutory Assessment students for whom SEN Support strategies have proved insufficient in meeting their needs.
- viii) Managing the calling and chairing of the Annual Review Meetings of Education, Health and Care plans and the subsequent processing of reports.

- ix) Promoting a variety of methods necessary for the effective teaching of students with special educational needs and for advising on the use of these techniques for specific physiological, sensory and emotional difficulties.
- x) Advising on resources for the teaching of students with special educational needs.
- xi) Liaising with the wide range of relevant support agencies, e.g. Educational Psychologists, Special Educational Support Team, School Medical Officer, Speech and Language Therapy Team (SALT), Occupational Therapists (OT), Physiotherapists.
- xii) Assuring effective deployment and development of the Learning Support Team including Learning Support Assistants (LSAs) and the Hub Team.
- xiii) Overseeing the Intervention and Bridge facilities.
- xiv) Keeping abreast of curricular developments and their impact on students with special educational needs.
- xv) Assuring the Adjustments for candidates with disabilities and learning difficulties for students with SEND at both KS3 and KS4 end of stage assessments in liaison with the ATLAS (Assessment, Technology for Learning and Support) team and School's Examination Officer are in place and so meet our duty not to discriminate against individuals in relation to conferring qualifications in respect of all protected characteristics set out in the Equality Act 2010 . (Access Arrangements)
- xvi) Communicating with Heads of Department and House leaders and attending their regular meetings.
- xvii) Liaising with the pastoral team over individual students' needs as necessary.
- xviii) Offering guidance and encouragement to staff in order to further their expertise and effectiveness in teaching students with special educational needs.
- xix) Meeting regularly with the Inclusion Champions (departmental representatives) to develop whole school strategy relating to SEND & Inclusion.

- xx) Playing a leading role in the management of the School's intervention programmes including developing the range of interventions and the identification of students.
- xxi) Liaising closely with Bridge staff regarding the effective integration of students into mainstream classes and vice versa.
- xxii) Liaising with the Business Manager regarding access issues.
- xxiii) Advising and assisting the Headteacher with recruiting, advertising and appointment of specialist teachers and Learning Support Assistants.
- xxiv) Staff Welfare & Development:-
 - a) To be responsible for the welfare and care of Learning Support Assistants (LSAs).
 - b) To negotiate the role of each Learning Support Assistant (LSA) and assure their performance is appraised in line with the school policy.
 - c) To call and chair Learning Support Assistant team meetings.
 - d) To devise and where appropriate deliver a programme of staff development and support for Learning Support Assistants.
- xxv) Reviewing and amending the school's SEND policy in conjunction with the Headteacher and the Governing Body's SEND link governor.

3. Admissions

Please see/include the school's Admissions Policy.

4. Specialist provision

The School is commissioned by the Local authority to provide a resourced provision for students with Autism known as The Bridge. Students are allocated places via criteria based on their need that is included in their EHCP and the aim of the provision is the effective inclusion of these students into the mainstream of the school wherever possible. The students follow an individualised timetable supported by a specialist team of LSAs and a specialist teacher who monitors their access to the school curriculum and develops intervention programmes.

The Learning Hub is central to the school's support and intervention strategy. Its position in the centre of the school demonstrates the school's commitment to inclusion and the support network that underpins this. There are a number of small group rooms to facilitate and give status to the delivery of intervention programmes. The Regulate and Return room is dedicated to providing a supportive environment for students who are experiencing difficulties in school for any reason. This is available to students throughout the day and is managed by the Pastoral Mentor for Students with SEN and members of the support team.

i) Adapted Facilities – Access

The Bishop of Hereford's Bluecoat School is well equipped to enable students with physical disabilities to access all area of its campus. A wide variety of adaptations, listed below, enable the full range of the school's facilities to be used by all its students.

- Three lifts designed for independent user access.
- Ramps and sloping corridors with grab rails.
- Availability of 'Evac' Chairs for use in an emergency.
- Wheelchairs for short-term use.
- Rise and fall benches in Science and Design specialist room.
- Rise and fall tables in classrooms.
- Adapted toilets.
- Automatic doors into the main school building, Hub & Humanities annex.
- Therapy room.
- Personal care facilities including hoists and showers.
- Standing frames.
- Specialist equipment for moving and handling students.

ii) Adapted Physical Education

All students attend mainstream PE but with adjustments in the delivery and content to meet the wide variety of physical and learning difficulties. An HLTA also oversees specific interventions, such as:

- Movement therapy sessions
- Riding for the Disabled – which takes place every week at Holme Lacy.
- Hydrotherapy – This takes place at Barrs Court Hydrotherapy pool.
- Multi-gym – available for all SEND students with physical needs and designed to stimulate muscle development.

- Individual and small group fitness and fine and gross motor control programmes devised in liaison with the physiotherapy team, delivered by members of the Support Team.

iii) SLCN HLTA

An HLTA has been identified as having particular responsibility for working in liaison with the SENCo to deliver a range of intervention for students with SLCN. Intervention includes baseline assessment, individually delivered short and long term programmes, a handwriting programme and the delivery of social skills interventions.

iv) Literacy coordinator HLTA

Their role focuses on:

- Improving standards of teaching and learning and student progress in Literacy throughout the school.
- Leading manage and develop Literacy throughout the school, with particular focus on the Accelerated Reader Programme.
- Ensuring best practice is identified areas of the curriculum.
- Develop and manage the use of ICT to support and enhance teaching and learning (iPads)

v) Information Communication Technology

The school continues to invest in software and hardware to aid students with SEND. This includes access to voice activated laptops, Dictaphones, Tablets and a range of software and adaptations to ICT such as the use of colour filters.

vi) Literacy Intervention Groups

These groups support students who achieved below a scaled score identified using the MIDYiS Assessment conducted on entry.. The aim of the groups is to work on their basic skills over the course of an academic year to reach level the expected age-related level in the Literacy Progress tests in July. Up to thirty students in year 7/8 gain extra tuition from trained Learning Support Assistants.

vii) Other equipment and facilities

The school will provide any recommended equipment or facilities up to the value of £600. For sums above this cost applications for further funding will be made to the Local Authority.

5. Identification, Assessment and Review (Assess, Plan, Do, Review – SEND CoP 2015

i) Identification of students with special educational needs

Although educational difficulties can develop at any age the majority of students who have special educational needs are registered as such before they enter Year 7. As a consequence, the information requested of primary schools regarding Year 6 students transferring to BHBS forms the basis of the initial entry in the SEND Register. Our SEND register records students with a range of additional educational needs (AEN), together for teaching and learning strategies for teaching and support staff.

All students entering the school in year 7 are screened using a battery of standardised tests for literacy, numeracy and cognitive skills. (See assessment policy appendix 2). A small minority of students with special educational needs do remain 'undetected'; staff concerned about a student can notify their concerns completing a notification of concern form. In addition, parents and carers may inform the school of a student's needs at any time.

Slow progress and low attainment, persistent disruptive or withdrawn behaviour are not necessarily indicators of SEND but may require intervention and modified teaching approaches and lead to a student being recorded on the SEND section of the register to bring them and the intervention they require to the attention of their teachers.

The principles of identification of special educational needs, and intervention, are outlined in the SEND Code of Practice in section 6.14-6.27, however, the principles are:

- Student's difficulties fall into 4 areas of need.
 - Cognition and Learning,
 - Communication and Interaction,
 - Social, Emotional and Mental Health difficulties
 - Sensory and Physical needs.

- assessment of all students is a continuing process, using a variety of means and information – for example, transfer and transition information, baseline assessments, teacher observation, attainment level descriptions, standardised tools, information from parents
- the importance of early identification of needs and early intervention
- The purpose of categorising needs is not to label a student but to support staff in determining the action that needs to be taken and the likely impact of the students' difficulties on their learning and interaction with other children.

ii) Monitoring and Assessment

The first phase of our identification system is called Monitoring and Assessment. Subject teachers are encouraged through a system of milestone assessments to regularly review progress of all students. If students are identified as making less than expected progress action is taken through classroom- based intervention and support provided as part of the school's differentiated curriculum offer and strategies known as Wave

One. (See appendix 3)

Triggers for such intervention include:

- A student's progress is significantly lower than other students starting from the same baseline.
- They fail to make expected progress based on past performance.
- There is a widening gap between the student's attainment and that of their peers.
- A student has communication and/or interaction difficulties with their peers and/or adults

If progress continues to be less than expected despite class-based intervention, teachers will work with the SENCo to gather information to identify whether a student has SEND. Evidence gathering will include consultation with parents and the student.

iii) SEND Support

In deciding whether to make special education provision the SENCo will take into consideration desired outcomes of any provision, expected progress against national data and may include a request for help from external agencies. Their role would include advising on formulating individualised plans and targets, providing more specialist assessments, advising on new or specialist strategies or materials and in some cases, support for particular activities.

A request for a statutory assessment that may result in an Education, Health and Social care Plan (EHC plan) may be considered as the next step where it becomes clear that the strategies that have been tried have not made a significant difference in addressing the student's SEND.

All EHC plans are reviewed on an annual basis, although in certain circumstances a review may be brought forward; for example, if there has been a significant change of need.

In reality, the vast majority of students who have EHC plans will arrive in Year 7 at that level and few students will be identified for statutory assessment at Secondary School.

Most students will have their needs met through appropriate intervention and differentiation at classroom level making use of the resources available in the Graduated Approach to SEND Document ([Intervention guidance for Special Educational Needs and Disabilities in schools and other settings Graduated approach \(herefordshire.gov.uk\)](https://www.herefordshire.gov.uk/education/graduated-approach-to-send)) at levels known as Universal, Targeted and Specialist. (See Appendix 1). Students at SEND Support and with EHC plans will have their needs met through a combination of **Universal** and **Targeted** and the increasingly personalised provision at **Specialist** sometimes in conjunction with outside agencies.

6. Access Arrangements

Access Arrangements are determined using JCQ guidelines to entitlement which are revised annually. At present Access Arrangements for examinations are sought from Year 9 for Key Stage 4.

Standardised Testing for Key Stage 4 (GCSE) Access Arrangements is undertaken by members of the ATLSA Team. Testing usually begins in the summer term of year 9 before the exams with parents and carers and students being informed of the outcome before the exams.

Access Arrangements must be verified with a robust portfolio of evidence of need built up over an extended period.

7. Curriculum provision.

In accordance with the 1988 Education Act, all students follow the National Curriculum up to the age of sixteen. All students with special needs have a statutory right to a broad and balanced curriculum. The major exception to this is where a student, who is in receipt of a statement under the 1981 Education Act, may be

exempted from certain curricular areas such as, for example, a modern foreign language. In practice, however, this will be extremely rare.

There will, however, continue to be differentiation in terms of objectives to allow for students of differing ability. Very able students will clearly reach high levels of attainment in some or all subjects. There being limited opportunities for early examination entry, the school continually seeks avenues for gifted students to develop academically.

Several methods are used to achieve this aim for example: setting by subject (this is generally complete by the start of Year 8), providing breadth in the curriculum, e.g. students can study two modern languages and two humanities subjects, allowing early entry into GCSE Statistics, extra-curricular competitions (both internal and external, e.g.

Public Speaking Competitions and the Woodard Schools' Science Competitions).

Similarly, a Key Stage 4 course comprising only GCSE subjects is not always appropriate for some students and accordingly the school aims to provide a pre-vocational element in the Key Stage 4 timetable.

For some students even the most differentiated curricula fail to instil the desire to achieve. These disaffected students, who comprise a very small minority percentage of the student population, have had their timetable quite significantly altered to enable them to engage more meaningfully in their curriculum.

The specialist elements of the curriculum will be made up of interventions focused on overcoming barriers to learning. Planning will be informed by relevant assessment across a range of development areas. Student progress will be monitored according to relevant performance descriptors to provide a link between statements of attainment and developmental milestones relating to each developmental area.

Aspects of the specialist curriculum can include:

Thinking Skills

Mobility (Coordination) Skills

Communication Skills

Independent Living Skills

8. Integration and Inclusion

"The fundamental principle of the inclusive school is that all children should learn together, where possible, and that ordinary schools must recognise and respond to

the diverse needs of their students, while also having a continuum of support and services to match these needs”.

(The Salamanca Statement and Framework for Action on Special Needs Education – UNESCO 1994).

The school, mindful of the distinction between these, often mistakenly interchangeable terms, is very conscious of the responsibilities it has to all its students, as it attempts to create the climate of inclusion and participation which is essential to human dignity and to the enjoyment of human rights. Part of the SENCo's role is to monitor and foster this process.

In our school, there is a continuum of provision and the very significant complex and moderate learning difficulties of a number of students requires that they be taught for much, if not all, of the time in specialist provision.

The Key Principles for inclusion outlined by the QCA (99/458 'Inclusion' 'Providing effective learning opportunities for all students') are fully supported by the school and are listed below: The school aims to:

- Set suitable learning challenges for students
- Respond to students' diverse needs
- Overcome potential barriers to Learning and Assessment for individuals and groups of students

Increasing levels of inclusion for our students with special educational needs must be a continuing process; as technology skills, confidence and the desire to include develops so will the scope for inclusion.

9. Complaints Procedure

In the event of parents and carers wishing to complain about the nature of SEND provision within the School, the procedure should be as follows:

For students at Level 1 or School Individual Plan or below, initial concerns expressed to Head of Department or the Head of House.

At School Action Plus and above, initial concerns expressed to SENCO.

If this does not resolve the complaint then a complaint should be made to the Headteacher in line with the school's complaints procedure.

Complaints regarding Disability Discrimination

Complaints in the first instance should be directed to the SENCo, who will refer parents and carers to the relevant section of the Disability Rights Commission Code of Practice on routes for redress should the SENCo and subsequently the Senior Management be unable to meet satisfactorily the initial complaint. Parents and carers will also be given information on the role of the Parents and carers Partnership group in supporting their issues.

10. Parents and carers

Whilst it is always possible for parents and carers to discuss their student's special educational needs with the SENCO or specific members of staff, there are also other fixed points throughout the year when parents and carers can discuss their child's needs with staff:

- i) Annual year group consultation evenings with subject teachers.
- ii) Expectations evenings for years 7, 10 & 11
- iii) Options Evening for year 9

11. Transition Arrangements

a) Transferring to Bishop's

Early identification of those students likely to be transferring to Bishop's with Special educational needs is essential if appropriate provision is to be made from the earliest opportunity.

A series of strategies designed to achieve this begins, in some cases, as early as Year 5 of the student's primary school career:

Visits by middle leaders across the school to all feeder schools

Year 6 ~ prior to transfer Attendance by either SENCO or a SEND teacher at the Transition Review of transferring student once the school has been identified.

January-May Prior to transfer ~ SENCO liaises with feeder primary school SENCOs regarding transferring students, and holds a Feeder schools SENCo meeting.

July – September ~ Scrutiny of all data/student records by the Heads of House, SENCO and Assistant Head with relevant information passed on to SENCO for inclusion in the SEND Register

In addition, the following will take place during the Summer Term prior to transfer of the students:

- i) A proforma is sent to all feeder primaries transferring students in the following September regarding information about all students on the SEND register, detailing Code of Practice stages and including IEP details.
- ii) Students transferring to Bishop's in September make 'familiarisation' visits to their future classes in June and July.
- iii) All students spend an induction day at school in the summer. (Additional days arranged on an individual basis as appropriate).
- iv) Liaison between SENCO/special needs teaching staff and external agencies who have been involved with transferring students continues during the summer term.

b) Transferring from Bishops to Further Education or Adult Life

- i) Students who are the subject of an Education, Health and Care plan will, from Year 9 onwards, have the benefit of a transitional Annual Review. This begins the process of preparing them for the most appropriate post-16 provision. They will be entitled to Specialist Careers Advice and have an individual Transition Plan.
- ii) Students with special educational needs who do not have a statement will be part of the normal Careers Advice procedure, but any necessary information relating to their special needs will be communicated to their Careers Officer and ultimately passed on to the receiving post-16 institution.

12. Link Governor

The Link Governor for Special Educational Needs is Mrs J Warburton.

13. Evaluation of the policy

The Governing Body reviews all policies systematically taking particular account of the effectiveness of the policy during the preceding academic year.

Any areas of the policy which can be demonstrated as ineffective will be the focus for development and included in the School Development and Improvement Plan.

Appendix 1:

Graduated Approach

The graduated approach ensures that children special educational needs and disabilities (SEND) get the right level of support when needed. The effective inclusion of all students in high-quality learning and teaching. This should be the starting point for any school reviewing their provision.

The model enables systematic planning of provision. The Graduated Approach is a way of categorising provision, not students.

Level 1 For all Students

Level 1 is described as 'inclusive quality first teaching for all' and considers the learning needs of all students in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all students' needs and prior learning.

Level 2: School Individual Plan

Level 2 is Level 1 plus additional and time-limited interventions provided for some students who need help to accelerate their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programme of small-group support, carefully targeted and delivered by teachers or Learning Support Assistants (LSAs) who have the skills to help students achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help students apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet students' needs.

Level 3: School Plan Plus

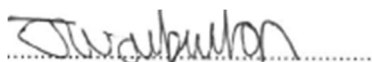
Level 3 includes increasingly individualised programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of students where it is necessary to provide highly-tailored intervention to accelerate progress or enable students to achieve their potential.

This may include one-to-one or specialist interventions. Sometimes the identified needs of the child or young person (CYP) may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education or social care. These practitioners may contribute further information and assessments and provide useful advice to support the family and school in meeting the child or young person's needs.

Level 4 request for Statutory Assessment

Request for Education and Health Care (EHC) assessment: If the family and school of the CYP believe their needs are particularly complex, and that further and greater specialist support is required to meet the child's SEND, they should consider the need for a statutory assessment. The school or another practitioner will usually make a request for this assessment by completing a 'Family Conversation' and submitting this to the Council's SEN team. Parents also have the right to make this request. The family conversation should contain all of the basic information that the Council needs to decide whether an assessment is necessary. This must include a demonstration that Levels 1 to 3 have been thoroughly completed. The request is then considered by the Council and a multi-agency group of professionals including staff from education, health and social care are asked to provide advice. If the decision is 'no', then alternative sources of help and support will be signposted. If the decision is 'yes', then an assessment takes place and the child, young person and their family are invited to tell their stories. If an EHC plan is needed, this will be co-produced with the family and outline their goals and ambitions and the types of support, resources and funding required to ensure these aspirations are achieved.

Approved by the AQT Committee

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Chairman

...17/03/2022.....

Date