



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND POLICY



Document Control

This document has been approved for operation within:	Burnley High School
Date effective from	April 2020
Date of next review	September 2021
Review period	Annually
Status	Statutory - School
Owner	Local Governing Body
Version	1



Contents

Legislation and Guidance.....	3
Burnley High School Ethos.....	3
Priorities and aims of the SEND department.....	3
Definition and Identification of SEND.....	4
SEND Support at Burnley High School – Monitoring and Evaluation	5
Access to the Curriculum.....	6
Exam Access Arrangements.....	6
Professional Development in Relation to Special Educational Needs.....	6
Use of External Agencies/Services.....	6

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) Section 3.65 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010

This policy will be reviewed by the SENCO, Head Teacher and SEN governor every year. It will also be updated if any changes to the information are made during the year. The governing board will approve it.

Burnley High School Ethos

At the heart of Burnley High School, there is an ethos which underpins all that we do. Our ethos is founded on the principles of love, grace and fellowship.

Love: The creation of a culture of inclusion, acceptance, reconciliation, hope and freedom for each of our students and their community.

Grace: We recognise and invest in the value and potential of each student through personalised teaching and nurturing support, enabling students to enjoy and apply their learning to real life.

Fellowship: We serve people of all faiths and none, providing a supportive, collaborative community, which benefits and positively engages students, parents/carers and family members in the life and community of the school.

Our school is an inclusive learning community where each individual is respected and valued. The three words unite our whole school family and collectively we recognise the role we all play and the strengths each person brings.

At Burnley High School, we believe that all students have the right to access and enjoy every aspect of school life, regardless of any special educational need or disability (SEND).

Our SEN policy and information report aims to:

- Share our vision, values and broader aims of the school's arrangements for students with special educational needs and disability (SEND)
- Set out how Burnley High School will support and make provision for students with special educational needs and disability (SEND)

Priorities and aims of the SEND department

At Burnley High School, we are committed to meeting the special educational needs of our students and will:

- Promote a whole school approach within an inclusive and supportive environment to ensure that the educational needs of all students are met.
- Encourage each student to reach his/her potential within the context of a broad and balanced curriculum which is available to all students and which is both inclusive and differentiated, meeting the aspirations of students with special educational needs and disabilities.
- Reinforce that all students have the opportunity to make progress at their own pace and reach their potential, whatever their starting point.
- Ensure that all students with special educational needs feel secure, equal, and confident, members of the school community who are valued.

Definition and Identification of SEND

The Special educational needs and disability code of practice: 0 to 25 years provides a definition of SEND: *'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.'* (2014 Code of Practice 6:15)

A child of compulsory school age or a young person has a learning difficulty or disability if they have

- A significantly greater difficulty in learning than the majority of 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

If a student is identified as having SEND, we will work closely with them and their parents or guardians to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with our students to overcome barriers to learning.

At Burnley High School, we recognise the benefits of early identification - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

For some children, SEND can and will have been identified at an early age. However, for other children and young people difficulties become evident only as they develop. As a body of staff, we are all alert to emerging difficulties and respond promptly.

The SENCO (Special Educational Needs Coordinator) works in collaboration with Head of Year 7; LCC and feeder primary school providers to ensure that we identify those students currently at SEN Support and with an Education, Health and Care Plan (EHCP). Student information is gathered and disseminated appropriately across the school; this includes attendance at reviews and ensures the transference of key documentation to our setting. Information about a student's needs are made known to staff and a child on the SEND register will have a student passport detailing the child's strengths, areas of difficulty and suggested strategies for meeting needs. At Burnley High School, we assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

We undertake to identify the needs of ALL students from which specific difficulties or concerns may be identified, prompting further assessment and observation, which may then lead to the child being identified as having a SEND, which will fall into one of the below categories:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2014) suggests that students are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Students will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the high-quality differentiated teaching and learning opportunities that all students can access at Burnley High School. The SENCO in consultation with class teachers keeps the SEN register up to date.

SEND Support at Burnley High School – Monitoring and Evaluation

Quality first 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. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school, across curriculum areas about the student's progress, alongside national data and expectations of progress. Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle of Assess, Plan, Do and Review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

Regular monitoring of the quality of provision for all students including those with SEND follows the schools assessment and monitoring calendar. In addition, the four-part cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs. Student progress is tracked half-termly and where students are not making sufficient progress additional information is sought and appropriate action taken.

Access to the Curriculum

Our curriculum is ambitious, broad and well balanced for all and we ensure all students have equal access to the full range of curriculum offered by the school at each Key Stage. Students with SEND engage in the activities of the school including extra-curricular activities together with students who do not have SEND. Tutor groups consist of mixed ability groupings where students experience personal and social education together.

Exam Access Arrangements

GCSE Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. The Equality Act (2010) requires an examination board to make reasonable adjustments 'to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities'. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, a reader, a scribe, supervised rest breaks, read aloud or use of a laptop. The SENCO will gather a range of evidence: internal and external educational assessments, knowledge of substantial and long-term difficulties/disabilities, teacher assessments, internal exams, class work seeking evidence of normal way of working or medical reports. Evidence from an external assessment with a specialist teacher is also required. This will then enable the examinations officer and SENCO to make an application of recommendations to the Joint Council for Qualifications (JCQ) who make the final decision as to whether the candidate may use a particular access arrangement.

Professional Development in Relation to Special Educational Needs

The SENCO keeps up to date with national and regional developments, through regular attendance at local cluster meetings with other SENCOs on whole school SEND issues. The SENCO assists in the training of other staff and ensures that the staff are kept fully aware of developments regarding SEND both formally and informally through contributions to staff meetings and their professional development. Such professional development is actively encouraged to develop the breadth and depth of SEND experience amongst all staff, including Learning Support Assistants. The impact of this training is monitored and evaluated by the SENCO. Training and development needs are identified, recorded and monitored as part of the school's Performance Management process and Area Evaluation and Improvement Plans.

Use of External Agencies/Services

Burnley High School works in partnership with a wide variety of contacts to support our students; both NHS, charitable and independent. We seek to support and enable both students and parents to access the appropriate services to support their Special Educational Needs and/or Disabilities. Below is a list of some of the agencies we have regular contact with (this list is not comprehensive):

- Lancashire Traded Team of Support and Specialist Teaching/ Educational Psychologist / College Providers / Lancashire CAF team
- Acorn Psychology – Educational Psychologist
- Exam Access Arrangements Specialist – Literacy Solutions

- School Nurse / GP / Occupational Therapist / Speech and Language Therapist / Physiotherapist / ELCAS / Alternative Education providers/ Audiology / Child and Adolescent Mental Health Service (CAMHS) / Child Action North West (CANW)
- Children’s Social Care (Child in Need / Child Protection)
- Targeted Family Support Services
- Well-being, Prevention and Early Help Service