



# **BLC SEN AND INCLUSION POLICY**

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To be ratified by: Leadership, Staffing & Students

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# **BLC SEN AND INCLUSION POLICY**

## **BLC Policy for Special Educational Needs**

### **Rationale:**

*"Bridge Learning Campus will have a local and national reputation for providing excellent education and lifelong learning for all"*

We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

BLC is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

**SAPE Funding:** The newly redistributed funding, which is known as SAPE funding, is available to BLC to meet the provision required for the majority of SEN pupils in school. That is, pupils with high frequency needs will, for the large majority, have their support made by Bridge Learning Campus from funding made available through the scheme. Included need types considered 'high frequency' are those pupils with primary need type of MLD, SEBD, SLCN (includes ASD), SpLD and SLD. Statement funding below 140 units for included need types, has been redistributed through the SAPE scheme.

A Statement of SEN is not required in order to obtain funding. The local authority may agree to issue a Statement of SEN at parental request, but funding will not be directly linked with a statement.

**Direct Funding:** Pupils whose primary need is a moderate to severe sensory impairment (SI) or physical impairment (PI) may have SEN provision directly funded by the Local Authority. Some pupils with complex educational needs (CEN) will also fall within this category. Pupils do not need to have a Statement of SEN in order to be eligible. Support for individual additional arrangements for these pupils will be funded by the Local Authority through Direct Funding, with or without a Statement of SEN.

**Top-Up:** Occasionally specific, individual arrangements for support should be made for a pupil which extend beyond those described as being part of SAPE support arrangements. In this case it will be possible for schools to apply for Top-Up funding.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of students in years 7 and 9 who may experience additional difficulties during these transition periods.

At BLC we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

BLC sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to

make for specific children.

The development and monitoring of the schools work on Inclusion will be undertaken by the Inclusion team which meet every term, and report regularly to the leadership group and governing body.

The Inclusion leader Sarah Cheshire is responsible for inclusion issues other than SEN. Kate Barnett is the CP lead in Secondary, Gus Grimshaw is the CP lead in Primary. Anne Bruce and Dina Radford are the Assistant SENCOs in the secondary site.

## **Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice, ECM and government guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs for those pupils recorded as having SEN at **School Action** or **School Action Plus**. Specific provision could be via differentiated class teaching and learning whilst other identified needs would be individual to the learner.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us to the next phase of their education or work life equipped with the necessary academic and social skills to enable them to fulfill their potential
9. To involve parents/carers at every stage in plans to meet their child's

additional needs.

10. To involve the children themselves in planning and in any decision making that affects them.
11. To work collaboratively with other agencies to ensure that the young person receives the necessary support in all aspects of their life

### **Arrangements for coordinating SEN provision**

1. The SEN department will be alerted to the need for support from transition records, admissions paperwork and new concerns forms.
2. The SENCO will discuss issues arising from these forms with the necessary professionals within two weeks of receiving the form.
3. Students with a SEN statement will be allocated a coordinating teacher and a key worker
4. Statemented students will have a PLP developed which will be shared with the student, parents/carers, teachers and other professionals. Each student will have a provision map to identify the additional support that they will receive. Students progress will be regularly monitored by their coordinating teacher
5. Statemented students will be reviewed at the SEN meeting three times a year and will have an annual review including members of the LA and other professionals.
6. Students identified as being school action or school action + will have a PLP developed that will be shared with the student, Parents/carers, teachers and other professionals. Each student will have a provision Map to identify the additional support that they will receive.
7. School action and school action + students will be regularly monitored by the SENCO year and tutor teams.
8. Targets arising from PLP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
9. The SENCO, together with SMT and DOLPs, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation. And curriculum development.
10. SEN support is primarily delivered by class teachers through

differentiated teaching methods. Additional support is provided by the SENCO, coordinating teachers and by trained teaching assistants (TAs).

11. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

BLC has a number of specialist provisions that support students with additional needs.

- New Fosse Way severe learning difficulties school
- City of Bristol College Skills centre
- SSC a 10 place KS4 centre for students who are PEX from other schools
- SSC a 20 place KS3 centre for students who are at risk from exclusion from mainstream education
- Bought in counseling support
- Speech and Language therapist

All SEN teachers have all been involved in considerable professional development to support the teaching and provision for children with additional needs within the mainstream school.

### **Allocation of Resources to and amongst Pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

This years provision map is attached to this policy as Appendix 1.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The schools system includes reference to information provided by:

§	Baseline assessment results
§	BARE trackers
§	National Curriculum descriptors for the end of a key stage
§	Standardised screening and assessment tools
§	Observations of behavioural, emotional and social development
§	An existing Statement of SEN or SENA assessment
§	Assessments by a specialist service, such as educational psychology, identifying additional needs
§	Another school or LEA which has identified or has provided for additional needs

Based on the schools observations and assessment data and following a discussion between the schools inclusion team and parent, the child may be recorded as needing either:

1. **School Action wave 1** via differentiated curriculum support within the class
2. **School Action wave 2** with additional group support and/or provision
3. Additional support through **School Action Plus** provision

Our current criteria for **School Action wave 2** and **School Action Plus** are described in **Appendix 2**.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the

- \$ Closes the attainment gap between the child and their peers
- \$ Prevents the attainment gap from growing wider
- \$ Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- \$ Matches or betters the child=s previous rate of progress
- \$ Ensures full access to the curriculum
- \$ Demonstrates an improvement in self-help or social or personal skills
- \$ Demonstrates an improvement in the child=s behaviour

Revised *Code of Practice*, that is, progress which:

Where a period of differentiated curriculum support **for School Action wave 1** has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action wave 2** level may need to be made.

**School Action** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action wave 2**:

1. Children who have needs similar to other children with additional needs within the class, e.g. literacy or numeracy issues.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

The responsibility for planning for these children remains with the SEN team in consultation with the DOS

A child receiving support at **School Action wave 2** will have a personalized learning Plan, including a cover document.

This document forms an individual record for the child and contains

information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. There is a model PLP in **appendix 3**

## **Monitoring**

Personalized Learning Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualized programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

## **School Action Plus**

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SSENA funded children will always have provision at School Action Plus. School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

\$	Continues to make little or no progress in the areas of concern
\$	Continues working at National Curriculum levels substantially below that expected of children of the same age
\$	Continues to have difficulty in developing literacy and numeracy skills
\$	Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
\$	Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
\$	Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have a personalized learning Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with

differentiated curriculum support.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs**

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the coordinating teacher, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

### **The Schools Arrangements for SEN and Inclusion In-Service Training**

- The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

- Support staff are encouraged to extend their own professional development and the management team will ensure >tailor-made= training where this is appropriate.

**The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- The LEA Special Needs Support Service (BSNS) visits regularly to provide specific information, share resources and provide in-service training.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- The LEA Inclusion Coordinator works with the school through the Inclusion Group and Steering Group for the satellite provision.
- The SENCO and coordinating teachers liaise frequently with a number of other outside agencies, for example:

1. CYPS
2. Education Welfare Service
3. School Nurse
4. Community Pediatrician
5. Speech and Language Therapy
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- We make sure that all parents/carers are given information about our local parents support group
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- PLP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All PLPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

## **Links with other schools/Transfer arrangements**

Students in transition phases will be supported by the transition mentor in Y7 and connexions in year11

The SENCO will receive information from the previous school of children moving to BLC; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from BLC to new schools will have a Child as a learner form that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

## **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO or coordinating teacher, and referrals will be made as appropriate.
- CYPS will be accessed through the CYPS Team desk. Teachers will alert the SENCO if there is a concern they would like discussed. Child protection issues will be reported through the school's Child protection officer.
- There are many voluntary organisations supporting SEN. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organizations will be posted on the parents/carers notice board.

## **Inclusion Principles**

- Staff at BLC value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best support for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

## **Inclusion projects, or links with special schools**

BLC has close links with the local Multi agency panel which deals with issues of exclusion across the community.

## **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

## **Access to Information (see also School Access Plan)**

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- BLC uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, pictorial representation) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending or identified needs will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples organizations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs@ issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

### **Terminology, imagery and disability equality**

BLC is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of tutor and class discussion for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

BLC encourages the inclusion of all children in the School Council and other consultation groups.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

BLC recognizes that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in a place that is accessible, and offer BSL interpreters to any deaf parent.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

### **Disability equality and trips or out of school activities**

BLC tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at our afterschool activities and we try to rearrange SEN transport as necessary.

### **Evaluating the success of the Schools SEN and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also

includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested.

The number of pupils transferring to or from each type of provision will be noted. The SENCO will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through PLP targets, and a summary of the outcomes arising from these targets will be included in the governors annual report to parents/carers and at the subsequent governors meeting with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the schools Inclusion Group.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.