



'Let your light shine' Matthew 5:16

Bilbrook CE Middle School

Special Educational Needs and Disabilities (SEND) Policy 2023

Signed by:			
	Headteacher	Date:	
	Chair of governors	Date:	

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Glossary

AEN	Additional Educational Needs
APS	Approved Provider Standard
BMS	Bilbrook Middle School
CCHS	Codsall Community High School
D&T	Design and Technology
EHC Plan	Education, Health Care Plan
EP	Educational Psychologist
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
ICT	Information, Communication & Technology
LA	Local Authority
RSHE	Relationships, Sex and Health Education
PMS	Perton Middle School
PSP	Pastoral Support Plan
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SENSS	Special Educational Needs Support Service
TA	Teaching Assistant

Introduction

The Special Educational Needs and Disabilities (SEND) Policy outlines the policies used in Bilbrook Middle School to support students with SEND. The school website also hosts the Special Educational Needs & Disabilities school information report, which contains key elements of the policy presented in a suitable format for parents.

The SEND policy at Bilbrook Middle School is based on the SEND Code of Practice: 0 to 25 years (DfE, 2015). It recognises that all students entering Bilbrook Middle School are different in their abilities, aptitude and interests. The school aims to provide all students with a physically, morally and educationally secure environment in which to develop and reach their true potential as set out in the school aims and values.

The principles, practices and procedures underpinning the SEND policy are:

- All students with SEND are identified and assessed as early as possible using information received from feeder schools on transfer documents, discussion with staff, parents and outside agencies where applicable.
- In most cases a student on the SEND register will not be statutorily assessed and support will be internal. Each student should have their needs assessed against a consistent framework determined by the LA.
- Where a student has severe and complex learning difficulties, or physical difficulties, and where the LA considers it necessary to undertake a statutory assessment, the LA will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision.
- Students who have a particular gift or talent may also require specific support in order for them to realise their potential. This is addressed through provision for the More Able.
- Special Educational Needs and Disabilities provision will be more effective when there is a cohesive working partnership between all involved: the student, parent or carer, staff and the LA.

Aims

- To provide a framework for all students on the SEND register who may have Special Educational Needs or Disabilities either throughout, or during a set time, during their school career.
- To identify, diagnose and assess the learning need of all students and to liaise with faculties to ensure individual needs are met.
- To ensure that a broad and balanced curriculum is made accessible to all students by providing appropriate support.

Objectives

The aim of this policy will be realised through the following objectives:

- By working within the SEND Code of Practice: 0 to 25 years.
- By raising expectations, performance and achievement.
- By ensuring continuity through close liaison with partner schools.

- By offering an appropriate curriculum.
- By providing effective support through an Individual Education Plan (IEP), and through provision mapping.
- By the use of appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- By involving SEND students in their own learning, and the processes by which it is acquired.
- By keeping accurate and up-to-date records on all SEND students.

Management of SEND Provision

- The Executive Headteacher delegates the day-to-day management of SEND matters to the SENDCo.
- The SENDCo is responsible for the implementation of the policy and the assessment of students with SEND throughout all years.
- The SENDCo will meet with feeder school SENCOs and visit in the summer term to meet students and parents where necessary.
- All documentation relating to students at various stages of assessment, along with names of students who may require support, are passed in transition meetings between school SENDCOs.
- The SENDCo will make good use of all internal assessment data to identify students with SEND.
- The overall responsibility for allocating personnel to support SEND students will be with the SENDCo.
- The SENDCo is responsible for liaising and working with outside agencies and with parents whose children have SEND.
- Providing appropriate work and encouraging the development of all students, including those with SEND, is the responsibility of all teachers.
- The provision of specific individual support lies with the SENDCo and this is documented in the IEP and provision map.

The role of the SENDCo

- The Special Educational Needs and Disabilities Coordinator at Bilbrook Middle School is Mrs Anna Squire asq@ch-pb.com

The SENDCo is responsible for:

- Completion of all administration for the school based stages of assessment.
- Facilitation and coordination of LA assessments.
- Liaising with and advising teachers.
- Coordinating provision for pupils with SEND including in class support and/or specialist teaching.
- Maintaining the school's SEND register which will be updated termly.
- Contributing to staff training, which may be in-house or specialised training from outside sources.
- Liaising with parents and those with parental responsibility for students with SEND.
- Liaising with external agencies and meeting with them on a need basis.

- Liaising with the SEND Governor at least termly.
- Reporting to the SEND Governor and the Governing Body on SEND at each Governing Body Meeting.

Admission Arrangements

- The Federation's admission policy is set out in the document "Admission arrangements Policy" on the school website and is based on the LA document "Information for Parents" which is published annually. A copy of this is in the prospectus and is available from the school office.
- Each individual request for admission of students with SEND is judged using the following criteria – Would the education of the student hinder the education of others?
- Each request will be viewed sympathetically.

Accessibility

Bilbrook Middle School is a small site set on one level, with ramps to any raised area. There are disabled toilets, handrail provision and internal lifts, which are suitable for wheel chair access.

Full details of how the school's accessibility will improve over time is shown in the "Accessibility Plan", which can be found on the school website.

Specialism

Over the past few years Bilbrook Middle School has managed and supported pupils with a wide spectrum of SEND. These needs fit into one of the four broad categories of primary need outlined in the Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Resources and finance

Funding for SEND students is received by the school through the age-weighted pupil unit and the notional SEND budget. Additional Educational Needs (AEN) funding is received for a small number of students and some SEND students also receive funding through the pupil premium (see "Pupil Premium Report" on the school website).

All funding for SEND is spent on supporting students with statements/EHC plans and those with needs identified by the school's SEND Register. Responsibility for allocating staffing and physical resources, both within faculties and across the school, lies with the SENDCo.

Identification

The vast majority of students with SEND who join Bilbrook Middle School have been identified earlier in their academic life and information relating to their needs has been received from partner schools prior to transfer. During the first half term of Year 5, all pupils are screened for reading, spelling and maths and students who join Key Stage 3 at a different time are assessed during their first month.

Each term all students in the school are assessed in all their subjects. If a student is performing significantly lower than expected for their age in English and/or Mathematics then they are identified as “learning concern” and receive targeted intervention from teachers and TAs. Pupils where there are concerns regarding communication and interaction, social, emotional and mental health, and physical needs are also identified through observation, discussions and screeners.

SEND support

The SENDCo is responsible for assessing students who do not make adequate progress after classroom based intervention. In consultation with teachers, parents and the student, an IEP is written with all needs highlighted, the support being provided and a date by which it must be reviewed. The SENDCo is responsible for monitoring progress of all students at SEN support.

Where there are social, emotional or mental health needs, the inclusion team, which includes the Headteacher, TAs, external support agencies and parent/carers are all involved in the implementation of the programme of support.

At the end of the review period the SENDCo and others who are involved in the SEND Passport will decide if the student:

- Stays at SEN support with continued intervention coordinated by the SENDCo.
- Reverts to “Learning Concern” for monitoring.
- If after two reviews there is no improvement, the SENDCo may decide to seek help from external agencies to support the student’s specific needs.

The SENDCo is responsible for making sure that outside agencies have full access to any information on the student. The outside agencies will assess the student and in conjunction with the SENDCo, amend the SEND Passport to make it appropriate to the needs of the individual. Parents are involved and kept informed of progress, assessments and review dates. Should the students fail to make progress after two reviews, even with support from outside agencies, further external assessments will be sought, which may result in a statutory assessment.

Statutory assessment

At this stage the school along with the support services involved, make a case for the LA to formally assess a student with a view to gaining an Education, Health Care Plan (EHC Plan). The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The Education Psychologist and other agencies involved with the student will liaise with the SENDCo and parents at this juncture.

The LA together with outside agencies, will decide if a student needs formal assessment or not. After formal assessment, if an EHC Plan is issued, this will set out the legal guidelines on provision for the student.

Terms of inclusion on the SEND register

Students with learning difficulties, i.e. those who have **significantly** greater difficulty in learning than the majority of young people of the same age. This is usually evidenced from results of formal tests undertaken throughout their academic careers e.g. SATS and GL assessments

Students with a disability, which prevents them from making effective use of the educational opportunities provided in school.

Students whose Social, Emotional and Mental Health is hindering their potential to achieve at their expected levels of performance.

Individual Education Plans and Provision Mapping

When a student requires additional SEN support an IEP must be drawn up.

The aim of this is:

- To make subject teachers aware of the student's needs;
- To outline the support that should be put in place to address these needs;
- To set clear targets for the student to achieve.

The IEP will be compiled by teachers in consultation with the SENDCo and will contain the following information (see appendix 1):

- Identity of the pupil
- Strengths/likes
- Nature of the need(s)
- External agencies
- Support to address needs
- Targets to be achieved
- Pupil comment
- Parent comment
- Review date

If after two periods of review a student, with a Passport, is failing to make sufficient progress then further intervention and adjustments are implemented. Where progress occurs the student will be moved to "Learning Concern" and monitored - This is the process for exiting the SEND register.

Local offer

Bilbrook Middle School sets out the provision it offers to children and young people with SEND on the school website (<http://www.bilbrookmiddle.com/send-inclusion-2>) in the school information report under "Local Offer". Staffordshire LA publishes each school's Local Offer on their website.

Curriculum entitlement

- The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student, including those with SEND, and the steps taken to prevent pupils with SEND from being treated less favourably than other pupils (see school website).
- All departments promote the skills of oracy, literacy and numeracy through everyday teaching of their subject.
- All classes are mixed ability and adaptations are made to support children with SEND.
- Teachers and Teaching Assistants help support students in class and provide specific help on an individual basis.
- It is expected that every student irrespective of their ability will have full access to the opportunities offered in the school both educational and social.
- The use of personal tutors, Teaching Assistants and sixth formers may be used to support students in their classes and provide specific help should aid development, promote confidence and build self-esteem in the student.

Criteria for evaluating of the SEND policy

The criteria used to evaluate the effectiveness of the SEND policy are:

1. Quick intervention and provision of support for students with SEND.
2. Student improvement on IEP.
3. Parent and student satisfaction with provision and progress.
4. The percentage of students coming off the SEND register.
5. Student's attainment e.g. increase in reading and comprehension levels over time and spelling scores, etc.
6. Improved behaviour patterns.
7. Positive teacher and parent comment.
8. Senior Management involved in SEND issues and the Inclusion of SEND issues in development planning at all levels.

Complaints about SEND provision

- All parents with children on the SEND register will be informed of the fact and be made aware that the SENDCo is always available in school to answer any queries they may have. We operate an open door policy.
- Any concerns about provision should be dealt with by the SENDCo in the first instance.
- In the event of a parent or carer not being satisfied with provision after contacting the SENDCo, they should follow the school complaints procedure (see website).

- In the event of continued dissatisfaction, parents may appeal in writing to the LA.

Staff deployment

Bilbrook Middle School works on the principle that students with a EHC Plan will receive the required number of welfare hours and specialised teaching hours dictated by the EHC Plan. Students receiving SEN support will receive an allocated number of hours to match the level of need.

Teaching Assistants provide in class support or small group support as appropriate. At Bilbrook Middle School there are currently 2 full-time Higher Level Teaching Assistant (HLTA), 2 full-time TAs and a pastoral lead.

The SENCo meets regularly with Teaching Assistants to ensure support is being effectively and appropriately utilised.

Staff development

- It is school policy that all staff (teaching and non-teaching) are encouraged to remain up- to- date and skilful in their area, attending courses that will enhance their skills and knowledge.
- As part of appraisal and the commitment to ongoing staff development the SENDCo should ensure that relevant courses are brought to the attention of the Teaching Assistants.
- Where appropriate schools in the Federation have arranged joint twilight sessions to maximise resources.
- Many of our Teaching Assistants are specially trained to work with pupils with SEND and deliver interventions and different forms of additional provision.
- ELSA (emotional lead)

External services

Bilbrook Middle School regards the support services and outside agencies as an essential aid in helping to meet the needs of students with SEND and each service provides their own professional perspective. The services and agencies used by the school include:

- The Educational Psychology Service (EP)
- The Special Educational Needs Support Service (SENSS)
- The Speech and Language Therapy Service (SALT)
- Autism Outreach Team (AOT)
- Physical Disability Outreach Service
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Attendance Advice Practitioner (AAP)

- Education Welfare Officer
- Traveller Education Support Services (TESS)
- Local Support Team (LST)
- Base 25
- Occupational Therapy Service
- Behaviour Support Service
- SEND Hub

Partnership with parents

- Bilbrook Middle School encourages all parents of children with SEND, to make contact with the SENDCo, to form an effective working partnership.
- The views of parents form an integral part of the annual review and they are made to feel welcome.
- Review meetings are arranged at a time convenient for them to attend, and their views of the student's provision are paramount to the successful implementation of that provision.
- A partnership is essential with parents of children with SEND because the aim is to create a situation where parents do not feel afraid or apprehensive about contacting school.
- At parent's evenings, the inclusion team are always available to discuss a child who has a special educational need. Parents and carers of a child at SEN Support are also invited into school throughout the year to discuss individual concerns where necessary, linked to their IEP.

Arrangements to support transition

- The SENCOs in the Federation meet regularly throughout the year and annually in July to discuss and hand over the information and files on all children on the SEND register.
- The SENDCo from Codsall High visits Middle Schools throughout the summer term to obtain relevant information on students transferring in September and also to meet with parents of these students where necessary.
- Students nervous about transferring have extra visits organised (other than the normal induction day) in an attempt to overcome some of their concerns.
- Transfer of students from "out of area schools" is not a major issue and files are usually passed through via SENDCOs. Any further information that maybe required can usually be obtained by a telephone call to the previous school.

Appendix



Bilbrook CE Middle School



Learning Plan

Created: 01/02/2023

Review Date:

1. Strengths

Maths, art, likes cats.

2. Needs

ASC

3. External agencies

CYPAS

Nature and Nurture

4. Teaching strategies / reasonable adjustments

- Giving meaningful and motivational rewards
- Be calm, predictable, consistent and reliable
- Check for understanding
- Have a low stimulation classroom
- Don't enforce eye contact or social interaction
- Teach social skills explicitly, where possible
- Allow sensory breaks (eg/ handing out equipment, moving chairs, going for a walk) to help regulate emotions
- Ask yourself what particular behaviours are telling you about the child's feelings – anxiety? Attention? Means of escape?
- In lessons where noise is an issue e.g. music allows pupils to wear ear buds, ear defenders to reduce the noise.
- During wet breaks and lunches provide a quiet place for pupils to spend time.
- Provide opportunities to participate in the lesson verbally, give prior warning that you will be asking questions

Area of concern	Target	Success criteria	Strategies	Provisions	Review

5. Pupil comments

6. Parent comments

7. Teacher comments

8. You can help me at home by

9. Signed

10. Date