



*Burscough Priory
Science College*

***SPECIAL EDUCATIONAL NEEDS
POLICY***

Headteacher	Dr G Clarke	
Senco	Mrs J Davies	BA. Hons , PGCE, PGDip SEN, PGDip Spld.
SEN Governor	Mrs D Moorcroft	

This policy takes into account the

revised Code of Practice for Special Educational Needs and Disability 0-25 years (2014). It has been written with reference to the following guidance and documents.

- The Children and Families Act 2014.
- Equality Act 2010: Advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014.

This Policy also refers to other documentation which is available on the school website www.bpsc.co.uk SEN Local Offer, SEN Information Report or to Lancashire County Council Local Offer. www.lancashire.gov.uk/send

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or their families. It describes the services and provision available to those families in Lancashire that have Education and Health Care Plans and those who do not, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by private, voluntary and community sectors.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Burscough Priory will have due regard for the Special Needs Code of Practice when carrying out its duties to all pupils with special educational needs, and ensure that parents are notified when SEN provision is made for their child.

Our approach to teaching learners with SEN

At Burscough Priory Science College, we have created an inclusive culture in our school; providing successful and challenging

learning, within a broad and balanced curriculum framework. In addition, we provide high quality teaching to all learners taking into account and planning for individual's specific needs.

We aim to ensure;

- Student needs are identified promptly.
- A flexible learning environment which meets the needs of all members of our school community.
- Any adaptations to the curriculum are based on individual needs.

- Support should be appropriate to the young person's age and needs and aims to overcome barriers to learning.
- Our staff continually monitors students' progress ensuring that learning is taking place for all.
- Regular meetings between Heads of Subject, Heads of Year, and relevant staff are held to discuss students' progress.
- That parents of SEND students are kept fully informed of their child's progress and attainment.
- Regular communication and engagement with outside agencies when pupils' needs cannot be met by the school alone.
- That all staff receive appropriate training and updates on all aspects of SEN and the pupils they teach in order to aid the progress of all pupils including those with SEN.

Admission Arrangements

Burscough Priory Science College strives to be an inclusive school. We work closely with Local Authorities to place students with Statements or Education, Health and Care Plans where this is the wish of the parents and the pupil's admission would not be incompatible with the efficient education or other students at the school, or the efficient use of resources.

We publish information into our Local Offer and SEND Report on our website, and feed information into the Lancashire County Council Local Offer. Parents can make their own informed choice as to which secondary school they would like their child to attend. Admission procedures for all students, as well as those with SEND can be found on the school website, and are subject to Lancashire County Council admission protocols.

Identification of Special Educational Needs

Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. Being a Child Looked After, or in receipt of Pupil Premium Grant may also impact on progress and attainment, as does poor behaviour for learning but it is only those with a learning difficulty that requires special educational provision who will be identified as having SEND.

Students will be placed on the SEND register for different amounts of time but will be taken off when the expected progress has been made. Sometimes they will remain on the SEN register for the duration of their education.

At Burscough Priory, if a student arrives at school or is identified as having SEND, we offer provision that is appropriate and differentiated, providing personalised learning within the normal mainstream curriculum, with the intention of overcoming the barrier to his/her learning.

Categories of Special Educational Need

The 2014 SEN Code of Practice recognises that pupil needs and requirements fall into four broad areas:

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

Graduated Response to SEN Support

Furthermore the SEND Code of Practice 2014 describes meeting the needs of students with SEN as a 'graduated approach', whereby four processes take place:

- Assess
- Plan
- Do
- Review

Assess

Once a concern is raised, the SEN department have a wide range of SEN assessment tools available with which to identify the student's need or needs, taking into account previous experiences of the student, prior progress and attainment, and behaviours for learning. For some students we may want to seek additional help and we have at our disposal a wide range of specialist support agencies to facilitate this, many of which are provided by Lancashire County Council described on the Local Offer, on the Lancashire County Council website. www.lancashire.gov.uk/send

Plan

Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and student, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision and then the necessary adjustments, interventions and support will be selected and integrated in a plan with the aim of meeting the learning outcomes where a student requires SEN support.

Assessment, Provision and Intervention strategies may include:

- Full time education in classes, with additional help and support from subject teachers and / or learning support assistants through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or learning support assistant.
- In class support with adult assistance.
- Support from specialist either within the class or as part of a withdrawal programme.
- Literacy Intervention (one to one as well as small group interventions)
- Numeracy intervention (Specialist TA led groups)
- Subject specific interventions, planned by Heads of Learning within departments.
- 1:1 assistance for students with SEND needs in the areas of Social Emotional Mental Health (SEMH), (One to one and small group intervention delivered by specialist staff)
- Exams access (scribe, reading).
- All interventions are led by qualified teaching staff, qualified teaching assistants or qualified counsellors.
- In addition, we have access to a number of intervention programmes that are delivered on and off the school premises such as:
 - Educational psychology and specialist support team for assessment and advice about specific barriers to learning. Available through IDSS Lancashire and Acorn Psychology.
 - Acorns, The Short Stay School for West Lancashire, for students who we are able to refer for education as well as medical support for our learners, particularly those with social, emotional and mental health needs.

- - Outreach work from the sensory support team for students who need extra help with auditory or visual needs.

Do

Every teacher is required to adapt the curriculum to ensure access to learning for all children in his/her class. The Teacher Standards 2012 detail the expectations for all teachers, and we at Burscough Priory Science College are proud of our teachers and their development. The Teachers' Standards are available at <https://www.gov.uk/government/publications/teachers-standards>.

The classroom teacher will monitor the student closely and will work with teaching assistants to ensure that barriers to learning are overcome and that the student makes progress with his/her learning. Tracking data is collected on all students at least termly, and all teaching staff use this data to inform their planning and differentiation of lessons. Teaching Assistants are active in delivering in class intervention programmes to individual students or small groups in accordance with skills-specific training which they have undertaken.

Review

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress; changes may be made following the review. Reviews can be formal meetings, where we discuss next progress and next steps. Where a student has a statement or Educational Health and Care Plan (EHCP), an annual meeting will take place. The views of the student and parent / carer are recorded at these meetings. Decisions will be made in consultation with parents regarding exit strategies and next steps.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Management and Governors. This data is formally shared with Parents and Carers three times each school year, via a Parent Consultation Evening, a Formal Report and a Data Collection sheet.

All the above processes are made in consultation with parents/carers.

Referral for an Education, Health and Care Plan:

SEN Support will be adapted or changed depending on how effective it has been in achieving agreed outcomes. Where despite school having taken relevant and purposeful action to identify, assess and meet the SEND, school will consider requesting an Education, Health and Care assessment. This will occur when where the complexity of need is such that a multi-agency approach to planning provision and identifying resources is required.

Further information about EHC Plans can be found via the Local Offer

www.lancashire.gov.uk/send

Reviews of Statements and Education, Health and Care Plans.

Statements and EHC Plans will be reviewed annually. The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review the provision made for the pupil in the context of the school curriculum and levels of attainment in literacy, numeracy and life skills.
- Consider the appropriateness of the existing Statement / EHC Plan in relation to the pupil's performance during the year, and whether to cease, maintain, or amend it.
- Set new targets for the coming year.

All reviews from Year 9 onwards will focus on preparing for adulthood, recognising the student's aspirations, ambitions, including preparation for higher education and / or employment, independent living, healthy lifestyles and participation in society.

Individual SEND Learning Support Plans

All students with Statements or Education, Health and Care Plans and some students with substantial Special Educational Needs will be provided with SEND Support Plans which set out advice for staff, particularly in relation to that student's particular difficulty or learning style. The SEND Support Plan will record only that information which is different from or additional to the normal differentiated curriculum. Each plan will concentrate of three or four targets that closely match the pupil's needs. The plan will be discussed with the parent and the pupil and reviewed regularly.

- Information will contain:
- Short term targets
- Teaching strategies
- Provision in place
- Success and exit criteria
- Date for review and the review outcome.

Evaluating Success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Senco, Heads of Department and the Senior Leadership Team.
- Analysis of pupil tracking data and test results on a regular basis.
- For individual pupils.
- For cohorts of students.
- Value added data for pupils on the SEND Register.
- Consideration of each pupil's success in meeting progress targets.
- Monitoring of procedures and practice by the SEND Governor.
- Feedback from parents, students, teachers and external agencies.
- The School Improvement Plan and SEND Development Plan.

Partnership with parents

Burscough Priory Science College believes in developing a strong and positive relationship with parents and carers and that this will enable young people to achieve their potential. This relationship is crucial for students with SEND and we seek to involve you in decision making for your child.

Pupil Voice

All pupils are encouraged to be involved in making decisions wherever possible. The ways in which they are encouraged to participate reflects their evolving maturity. We encourage all students to review their own progress in lessons, at Parents' Evenings and as part of the Annual Review Process. The Children and Families Act 2014 gives significant new rights to young people when they reach the age of 16. When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than the parent. In practice school believes that the needs of most students are usually best served by continued parental involvement.

The Specific decision making rights about EHC plans which apply to young people can be found in the Lancashire County Council Local Offer and within the SEN Code of Practice 2014.

Complaints Procedures

The school complaints procedure is outlined on the website. The SEND Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements.

The Role of the Governing Body.

The Governing Body's responsibility to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEN Pupils
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEND provision.
- Ensuring that SEND students are fully involved in the life of the school.
- Having regard for the Code of Practice 2014 when carrying out those responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy.
- Reporting on the policy to parents through the SEND Report.

The Role of the Headteacher

- The Headteacher's responsibilities include:
- The management of all aspects of the school including SEND provision.
- Keeping the Governing Body informed about SEND within school
- Working with the SEND Team.
- Ensuring that school has clear strategies for working with parents and that these strategies encourage involvement in their child's education.
- Ensuring that SEND provision is an integral part of the School Improvement Plan.

The Role of the Senco

- Overseeing the day to day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupil records and reviews
- Liaising with parents
- Making a contribution to CPD
- Liaising with external support agencies.
- Liaising on transition arrangements for students at primary and post 16 phases.

The Role of the Subject Teacher

Responsibilities include:

- Being aware of school procedures for identification and assessment, and subsequent provision for SEN pupils.
- Working with the Senco to collect all available information on the pupil.
- Working on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of SEND policy and practise.

This policy has been drafted in consultation with staff, parents and students.
It has been presented to the governing body for consideration and adoption.

The policy will be reviewed Summer 2018

Signed _____ Headteacher

Date _____

Signed _____ Senco

Date _____

Signed _____ SEN Governor

Date _____

Signed _____ Chair of Governors

Date _____