

Special Educational Needs and Disabilities (SEND) Policy

Birchwood Community Academy Trust

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Policy owner (Job Title):	Assistant Head – SENCO
Governing body oversight:	Policy Review Committee
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Principle

The School Aims state, "We believe that every child has the capacity to learn." According to The Children and Families Act (2014), a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ([Section 20](#)). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting ([Section 21](#)). This policy needs to be read in conjunction with the Single Equality Scheme and the policy on medication.

At Birchwood, we operate a 'Whole School' approach to SEND learners and students. We believe that:

- all teachers are teachers of learners and students with SEND
- learners and students with SEND deserve an enhanced level of resourcing to meet their needs
- all learners and students have the right to a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates progress and coherence
- all learners have the capacity to learn and make progress

The Purposes of the Special Educational Needs and Disabilities policy are to ensure that:

1. There are clear systems to identify SEND learners and to communicate their needs to staff
2. All SEND learners and students have access to the full range of the curriculum and the life of the school and college.
3. All SEND learners and students experience success academically and socially according to their potential.
4. All SEND learners and students feel safe, confident and positive.
5. All SEND learners and students have opportunities to express their opinions and have their opinions taken into account in any matters affecting them.
6. All SEND learners can make informed choices about their future.
7. All parents/carers of SEND learners and students are fully involved in the assessment, planning and monitoring of provision for their child.
8. All staff have access to support in dealing with Special Educational Needs and Disabilities and in developing effective teaching strategies to meet all learner and student needs.
9. All learners and students are encouraged to develop an awareness of, and respect for, individual differences.

Accordingly the school will:

1. Adhere to the guidance provided in the SEND Code of Practice (2014) and the statutory requirements of the Equality Act (2010) in relation to disabilities.
2. Be pro-active in the prompt identification of Special Educational Needs and Disabilities via:-
 - a) Teacher or parental observation and feedback and/or
 - b) Test results.
 - c) Learner self-referral.
 - d) Information from other agencies e.g. partner primary schools.
3. Adopt a staged approach for identifying and meeting Special Educational Needs and Disabilities, in line with the Code of Practice (2014), structured according to the needs of the individual learner

4. Communicate the needs of SEND learners and students to all staff by maintaining an up-to-date central Additional Needs Register.
5. Offer a curriculum which provides opportunities for success at all levels, promoting enjoyment and achievement.
6. Provide access to a full range of activities and facilities to ensure full curricular access to comply with current government legislation.
7. Ensure SEND learners and students are represented in Learner Voice groups.
8. Provide All SEND learners and students with suitable guidance on post-14, post-16 and post-18 progression routes
9. Integrate SEND learners and students into mainstream classes.
10. Require all staff to be aware of the differing needs of SEND learners and provide suitable training to meet their needs.
11. Provide enhanced staffing and additional teacher support within available resources for SEND, targeting priority areas.
12. Maintain a Support Department, led by a qualified Special Needs Co-ordinator (SENCo), which deploys support provision throughout the school to meet statutory requirements. It will also provide teaching resources and teach individuals or small groups where appropriate. It will advise colleagues and parents/carers, counsel learners, assess learners' and students' needs and progress and liaise with relevant outside agencies as appropriate.
13. Publish an annual SEND information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.
14. Ensure there is a Link SEND governor who meets at least termly with the SENCo and reports back to the Full Governing Body.

Evaluation

The Support Department and subject departments will consider the following indicators when evaluating the implementation of the Special Needs and Disabilities Policy:

15. The number of learners on the Additional Needs Register including analysis of additions and discontinuations.
16. The progress made by learners and students as revealed by assessment data tracking three times a year For Y7, 8, 9, 11, 12 and 13 and four times a year for Y10.
17. Attendance, behaviour and exclusion data for SEND learners and students.
18. Termly review of SEND progress, attendance and exclusion data by the Governor Policy Committee..
19. Attitude to Learning and On Call data for SEND learners and students.
20. The impact of programmes of intervention
21. Feedback from departmental Self-Evaluation Forms and tracking of Departmental Development Plans.
22. Feedback from Form Tutors and other key staff as to the social and personal development of learners.
23. Feedback from learners and students and their parents/carers on the impact of the support they have received.
24. Results of SEND related questions on the learner/student and parental surveys, both internal and external.
25. Feedback from the annual assessment of school facilities by the designated Health and Safety Officer, in line with the requirements of the Single Equality Scheme (Equality Act 2010).
26. Monitoring visits by the Link SEND governor to ensure statutory compliance.
27. Annual review of policy by Governors' Policy Committee
28. Annual SEND information report.