



SEN POLICY

Approved Date	February 2016		
Review Date	February 2017		
Signed (Head teacher)		Name	Ms V Povey
Signed (Chair of Local Governing Body)		Name	Mr J Brunton

Special Educational Needs Co-coordinator:

Ms J McManus

SEN Governor:

B Layzell

Child Protection Governor:

Mr J Brunton

Designated Teacher for looked after children:

Ms V Povey

Designated Child Protection teacher:

Ms V Povey (Head teacher)



Part of the Chapel St family of schools

Burnley High School

Special Educational Needs Policy

(This Policy has been reviewed and written in line with the Special educational needs and disability code of practice: 0 to 25 years June 2014. It will be reviewed over the academic year 2015/16 as required in light of any LEA releases regarding updated information on procedures.)

The Special Needs Policy is closely linked to the ethos of the school “Love, Grace and Fellowship and reflects the aims and values of our Inclusion statement which states:

The school aims to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.

We hope to promote a concern for justice, a fostering of the talents of all and a full programme of caring for, and serving those who have particular needs, both within the school and in the wider community.

The school aims to work in partnership with the parents and the wider community at every opportunity.’

We aim to encourage each child to reach his/her full potential within the context of a broad and balanced curriculum which is available to all pupils and which is both inclusive and differentiated.

This policy sets out our approach to supporting young people with special educational needs (SEN). For more information about how we support *children/young people* with SEN please also see our *Local Offer for SEN / SEN information report* that is updated annually.

www.burnleyhighschool.co.uk

There is information about the support that the Local Authority and other services provide in the Lancashire Local Offer for SEN.

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx



Part of the Chapel St family of schools

Other school policies that include information that may be important for pupils with SEN are:

Behaviour policy
Equalities policy
Accessibility plan
Anti-bullying policy

All of which can be found on the school's website

Objectives.

- To provide high quality learning experiences for all the pupils at Burnley High School (BHS) so that they achieve their best and become confident individuals living fulfilling lives...' (Sen Code of Practice June 2014)
- To establish an agreed range of practices in relation to the identification and support of pupils with special educational needs.
- To ensure that our resources are fully utilised in providing support for these pupils so that they have the fullest access to the National Curriculum.

At the heart of the work of every teaching class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. (SEN)

Definition of Special Educational Needs (SEN)

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability Code of Practice: 0 to 25 years June 2014)



This SEN policy details how Burnley High School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs in order to allow these pupils to join in the activities of the school together with pupils who do not have special needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to:

**The Special educational needs and disability code of practice: 0 to 25 years
June 2014**

The Children and Families Act 2014:

The Special Educational Needs and Disability Regulations 2014

The Equality Act 2010

Supporting pupils at school with medical conditions April 2014

The SEND Regulations 2014

The SEN and Disability Act 2001; The Green Paper, “Every Child Matters” (2003) and the subsequent “Removing the Barriers to Achievement” (2004); The Disability Discrimination Act (2005) and other relevant government legislation and guidance

The SEND policy and strategy for all pupils with Special Educational Needs in Lancashire (2008 currently being updated in line with Children and Families Act 2014)

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. At Burnley High School we recognise that parents hold key information and have knowledge and experience to contribute to a shared view of their child's needs and the best way of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in the education of their children.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs and to reviews where and in whatever manner this is appropriate.

Specialist provision within Burnley High School

All our teachers have experience of working with and providing for children with individual needs. Any additional training needs will be identified and rectified through the annual cycle of appraisal for teaching and non-teaching staff.

Additional help and advice may be sought where necessary from outside agencies.



Many teachers and learning support assistants within the Chapel St family of schools have followed short courses in aspects of special needs such as Autistic Spectrum Disorder, Speech and Language Difficulties and Emotional and Behavioural difficulties and are able to share advice and knowledge.

The school SENCo is working towards the National SENCo Qualification and is being mentored by an Educational Psychologist in order to provide support as the newly appointed SENCo takes up post.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the Headteacher, Assistant Principal and other senior members of staff, the Inclusion Team and all other members of staff have important day to day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The Role of the Inclusion Team at Burnley High School

The Inclusion Team including the SENCo are responsible for:

- overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- contributing to the in-service training of staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the school's support and educational psychology services, local health and social services and voluntary bodies
- liaising with and providing SEN records to receiving schools upon school transfer
- liaising with other schools (including Primary Schools) when receiving a child with special educational needs into the school

The Role of the Governing Body. (with regards to SEN)

The Governing Body:

- has due regard to the Code of Practice June 2014 when carrying out its duties toward all pupils with special educational needs.
- reports annually to parents on the success of the school's policy for children with special educational needs.
- has identified a governor to have specific oversight of the school's provision for pupils with SEN

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel allocation.



Provision

The school will continuously assess each child's current levels of attainment from entry in order to ensure that they build on the pattern of learning and experience already established during the child's primary school years. If the child already has an identified special educational need, this information will be gathered by the SENCo through the transition process from the primary setting and the SENCo and subject teachers will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the different classes
- use the on-entry assessment process (CATS tests and Reading/Spelling assessments) to identify specific areas where there is a learning difficulty
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve both pupil and parents in implementing a joint learning approach at home

At Burnley High School we maintain a close relationship with our colleagues at local primary schools and work together to ensure a smooth transition into our school for all children, giving particular attention to those with special educational needs. We also ensure that other professionals who are already involved with the child are invited to provide help during the transition period.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational need and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of individual children. The pupil's subject teachers will be responsible for recording support and intervention that a child receives. The SENCo and Inclusion Team will be responsible for overseeing the intervention and making sure that the records are kept and available as needed. If we decide to refer a child for statutory assessment for an Education Health Care plan we will provide the LEA (school SENDO) with a record of our work with the child including the arrangements we have already made. (Parents of the child will be consulted and kept up to date throughout the application.)

Monitoring Children's Progress:

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo and Inclusion Team to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within that particular class. The key test of the need for action is where, despite appropriate assessment and provision, the child is not progressing, or not progressing sufficiently well. Sufficient progress can be defined in a number of ways. It might be progress which:



- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

SEN Support

When a subject teacher and/or the SENCo/ Inclusion Team identify a child with special educational need (SEN), they will take action to remove the barriers to learning and put effective special educational provision in place. A graduated approach will take place which will take into account **a four-part cycle**. During this process, the child's needs will be identified, and a plan discussed with parents and put into place to support the child in making good progress. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment (however, most of these children will already be receiving specialist help and be receiving additional support from outside agencies.)
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The four part cycle:

Assess

- When assessing a child as needing SEN support the pupil's subject teachers, working with the SENCo/ Inclusion Team, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It



should also draw on other assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

- The assessment will be reviewed regularly.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo/ Inclusion Team will contact them if the parents agree.

Plan

- The teacher and the Inclusion Leader will agree with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on an individual Pupil Passport.
- Parents will be made fully aware of the planned support and interventions put into place. Parental involvement to reinforce or contribute to progress will be discussed with the teacher and/or the SENCo/ Inclusion Team.

Do

- The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- They will work closely with any learning support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo/ Inclusion Team will support the class teacher in the further assessment of the child's particular strengths and weaknesses.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- The pupil's needs will be analysed and the subject teacher(s), working with the SENCo/ Inclusion Team will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This will be called SEN Support.



(Extra support and intervention not ordinarily available will be recorded on the Pupil Passport)

The allocation of resources to pupils with Special Educational Needs

We interpret resources to mean both human resources focused on the needs of identified children and material resources available in the wider context of the classroom.

Teachers are responsible for the progress and development of all pupils in their class and through high quality teaching and differentiation of lessons are the first step and best placed to meet the needs of children with SEN.

The SENCo will determine the allocation of learning support mentors to ensure pupils with special needs receive the support outlined on the school's provision map. Teachers, with support from the SENCo/ Inclusion Team, are responsible for organising the support or intervention from learning support assistants or other resources.

Certain children may be targeted for extra support over and above this basic provision. Such provision is recorded on an Individual Passport and shared, agreed and reviewed with parents each term.

Subject leaders and teachers take into account the range of materials required to meet the needs of all our children when ordering resources and implementing intervention groups.

Nature of intervention

The SENCo/ Inclusion Team and the child's teachers will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- reviewing the differentiation of activities/learning the child is able to access.
- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to additional support services (eg Educational Psychologist) for one-off or occasional advice on strategies or equipment.

Pupil Passports (PP)

At Burnley High School we adopt a personalised, child centred approach to meeting needs. The SENCo consults with the pupil and their parents to determine the nature of the difficulty and what help they feel is most effective in meeting their needs. The agreed strategies employed to enable the child to progress will be recorded within their Pupil Passport which is distributed to all staff who teach or support that child.



The Pupil Passport will include:

- The views of the child about how they like to be helped
- The nature of the difficulty
- The views of the family
- The desired outcomes (including impact measures)
- Clear steps for the child about how to move their learning forward
- The teaching strategies to be used
- Additional provision/support to be put in place with frequency
- Review date.

The Pupil Passport will only record that which is additional to or different from the differentiated curriculum and will focus upon outcomes that match the needs of the child. The Pupil Passport will be written and reviewed termly and shared with parents and the child. Parents and school will each retain a copy of the finalised Pupil Passport.

Use of External Services

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, a consultation with parents for support from external services is likely to follow. (At all times, the child's subject teachers will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.)

At this stage the external support services will usually see the child so that they can

- provide more specialist assessments to inform planning and the measurement of a pupil's progress
- give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.
- advise teachers on how to implement strategies practically in class.

The triggers for approaching external agencies will be that, despite receiving individualised support under SEN Support, the child:

- continues to make little or no progress in specific areas over a long period of time
- continues working at a level (or other appropriate measure eg progress achieved) substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service



- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Any resulting recommendations for the child will be implemented, as far as possible, in the normal classroom setting. The delivery of any interventions continues to be the responsibility of the subject teacher(s) with support from the SENCo/ Inclusion Team.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo/ Inclusion Team may contact them with agreement from the parents. The SENCo/ Inclusion Team will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The Pupil Passport will be updated to include any additional information and recommendations from the external service. The child's subject teachers will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help their child, and of the outcome of this action. This will be carried out termly. The parents will, wherever possible, be given the opportunity to meet with professionals working with their child and will receive copies of any reports received from outside agencies.

School request for Education Health Care Plan (formerly known as a Statement of Special Educational Need)

Where a child has not made expected progress, despite appropriate additional support, the school and/or parents should consider requesting an Education, Health and Care needs assessment. At Burnley High School this will usually be on the advice of the independent Educational Psychologist who works with us to support those young people, and their families, with special educational needs.

Where a request for an Education Health Care Plan is made by the school to the LEA, to the school's SENDO, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will evidence the following:

- A copy of the child's Pupil Passport
- The school's assessment of the child's difficulties
- The school outcomes sought for the child
- The external professional's advice



- Details of the support and interventions that have been provided for the child over time
- An assessment by the school of the progress made or lack of progress made over time
- What additional support the school feels is required which cannot be provided via the resources already allocated to the school for the provision of SEN

An Education Health Care Plan will include:

- The personal details of the child and parent/carer
- Professionals who have been involved in preparing the plan
- The views and interests of the child
- The views and expectations of the parent/carer
- The specific educational needs of the child
- Relevant the health and social care needs of the child
- Outcomes and Provision for the child

Annual review of Education Health Care Plan (EHC plans)

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

Annual reviews at Burnley High School will follow the SEN Code of Practice June 2014

