



BOTTISHAM VILLAGE COLLEGE

SEND POLICY

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| THIS POLICY WAS APPROVED: | AUTUMN 2023 |
| THIS POLICY WILL BE REVIEWED: | AUTUMN 2025 |
| MEMBERS OF STAFF WITH RESPONSIBILITY FOR REVIEW: | SENCO |

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Schools SEN Information Report Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

This policy was created by the school's SENCo with the SEN Governor in liaison with the CLT, all staff and parents of students with SEND

Beliefs and values

Bottisham Village College aims to ensure that every young person, including those with SEND, are happy and safe, enabling them to grow in confidence during their time at school, so that they leave having achieved their full potential, both academically and socially. All students should feel fully prepared for and excited about their future adult life beyond Bottisham. This is encapsulated in the notion of 'The Bottisham Student' which seeks to summarise the qualities, attributes and skills that Bottisham Village College wants all students to develop, alongside an entitlement to a wide range of activities and experiences for all.

Section 1: Aims and objectives

Aims:

Every effort is made to create an inclusive environment to enable all students to thrive and enjoy every aspect of school life. The aspirations and expectations for all students with SEND will be raised and the gap in progress between students with SEND and those without will be narrowed. Students and their parents/carers will be at the heart of all decisions related to progress and provision.

Objectives to meet these aims:

- Identify students who have SEND as soon as possible
- Ensure appropriate provision is in place for students who have SEND
- Ensure that students with SEND can access a broad and balanced curriculum and can fully participate in all aspects of school life
- Ensure that all students with SEND are able to access exams and assessments
- Provide support and advice for all staff working with students who have SEND
- Students and their parents/carers will be involved in all aspects of decision-making related to provision and progress. Parents and carers will be signposted to avenues of support through the Local Offer
- Transitions for students with SEND are carefully planned and additional support is offered

Section 2: Identifying special educational needs

Definition of special educational needs and disabilities (SEND)

The SEN Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

There are 4 broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioral, social and emotional difficulties)
- Sensory and/or physical

The following descriptions are taken from the SEN code of practice (2014: 97-98)

Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviors may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

While the four categories of need broadly identify aspects of primary areas of need for young people, at Bottisham Village College, the needs of the whole young person are considered, which will include not just the special educational needs

In addition to SEND, there are other aspects which may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a child in care
- Being a child of servicemen/women

Section 3: A graduated approach to SEN Support

High-quality teaching, differentiated for individual students is the first step in providing for students with SEND. The SEND register provides information for teachers about the needs of students in their classes, the support provided and any teaching strategies or approaches that are required. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The quality of teaching for all students is regularly reviewed, through the appraisal process, faculty reviews lesson observations, learning walks, student focus groups and analysis of student progress through The Register and their APDR cycles. There are regular training opportunities to develop staff understanding of strategies to identify and support vulnerable students.

Staff and parents refer students for whom they suspect may have SEND to the SENCo. Observations by the class teacher and in class interventions will be tried first. If the need is ongoing, then a range of screeners may then be carried out or students may be referred to specialist agencies and professionals. Parents and students are kept informed of outcomes of any screeners and are involved in decisions regarding extra provision that may be needed.

Section 4: Managing students' needs on the SEND register

The SENCo has responsibility for keeping the SEND register up to date and it is reviewed at least termly. SEND information is easily available to all staff, with links from class registers. A photo and short summary of SEND is visible, and there are links to learning plans, which are summaries of the needs of students, their strengths and interests, and strategies for staff to enable students to access all aspects of learning and assessment. Learning plans are created and reviewed alongside the student. Student progress is tracked robustly, and regular meetings are held with students, parents and carers to enable all parties to be part of decision-making regarding provision. Termly SEND coffee mornings are held, when parents are invited to have a one-to-one meeting with the SENCo and intervention staff.

Section 5: Criteria for exiting the SEN register

If students are making expected progress and are no longer in need of special educational provision to meet their needs, the decision will be taken to remove them from the SEND register. Parents will be consulted if this is the case.

Section 6: Supporting students and families

The Cambridgeshire local offer of support can be viewed here: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer> See SEND information report.

The Governing Body agrees with the LA admissions criteria which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. See Accessibility Policy.

Transition for all students from primary schools include the following: staff information-sharing meetings, primary class activities and visits, SENCo liaison meetings, parents evenings and student induction days. For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants, summer school. Transition for students moving to post-16 providers include individual visits and taster days, liaison meetings between SENCo, pastoral team and post-16 providers. For all students, there is comprehensive data exchange between schools and colleges

Section 7: Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have SEN and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

Please see separate Medical Policy

Section 8: Monitoring and Evaluation of SEND

The school regularly monitors and evaluates the quality of provision offered to all students through regular audits, learning walks, faculty reviews and the sampling of views from parents, staff and students. The link SEND governor acts as a critical friend. This process promotes a continual review and improvement of provision for all students

Section 9: Training and resources

Funding for SEND is used in the following ways:

- a) Small classes for some identified SEN students. Higher ratio of teacher to student support.
- b) Supportive curriculum pathways for some SEN students
- a) Teaching assistant support for some SEN students throughout the school day, including classroom support, break and lunch, lesson transition and form time support.
- b) Targeted intervention in a range of areas, please see SEND Information Report for further details
- c) Targeted SEMH support (Social, Emotional and Mental Health support) and access to a nurture provision for those students identified through specific assessments.
- d) Alternative curriculum tutoring, including local colleges and home tutoring
- e) Funding of specialist equipment, materials, ICT and administrative costs
- f) Training for staff on SEND

Training needs of staff are identified through staff surveys, as well as observations and through the appraisal process. There are regular workshops on a range of SEND, delivered by school staff and external agencies. All teachers and support staff undertake an induction programme on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The SENCo regularly attends local authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

The SENCo is a member of the Anglian Learning SENCo forum.

Section 10: Roles and responsibilities

Acting SENCo – **Esther Street**

Assistant Principal Responsible for overseeing Inclusion and SENCo – **Imogen Axton**

Deputy Principal - **D Fullman**

- The SEN Governor takes a special interest in SEND and meets regularly with the SENCo. The Governing Body as a whole is responsible for making provision for students with special educational needs and disabilities.
- The SENCo line manages a team of teaching assistants within the Learning Support Faculty
- The designated teacher with specific safeguarding responsibility is Imogen Axton
- The designated person responsible for managing CiC funding is Imogen Axton
- The person responsible for managing PPG funding is Helen Slipper
- The person responsible for managing the school's responsibility for meeting the medical needs of students is Bobbi Greig

Section 11: Reviewing the policy

The SEND policy is reviewed every two years by staff and governors

Section 12: Accessibility

See Accessibility Policy

Section 14: Dealing with complaints

Complaints regarding SEND should be made to the SENCo, or through the school's complaint procedure

Section 15: Bullying

See Anti-bullying Policy

Staff are mindful of the increased risk of bullying for students with SEND. Promoting an ethos of tolerance and understanding of diversity is central to the school's ethos; regular assemblies and PSHE activities include this focus. Promoting independence and resilience in students with SEND is considered a high priority and is central to all aspects of provision. Special efforts are made to safeguard students with SEND, including supported break and lunchtimes. Specific approaches are used with students according to their needs. For example, social stories may be used to support students with autism in understanding social situations and some students may have access to additional tuition around keeping themselves safe.

Section 16: Appendices

The following policies are linked to the SEND policy:

- Accessibility Policy
- Medical Needs Policy