

**Blatchington
Mill School**

Involvement, Achievement & Care

Special Educational Needs and Disabilities Policy

Date ratified	Next Review
July 2015	July 2016
Governor Link	Staff Link
Addy Balogun John Barker	Richard Radcliffe

Introduction

This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years 2014. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

Responsibility for the coordination of SEND provision at Blatchington Mill is delegated to Richard Radcliffe (SLT), who is supported by Daniel Reeves (SENCo) and Philippa Statham (INCo).

The roles and responsibilities of school personnel with regard to special educational needs are outlined in Appendix 1.

Policy Aim

To layout our vision for how each student will achieve to their full potential and acquire all necessary skills and values in order to live full, flexible and rewarding lives in the changing, modern world.

We aim to raise the aspirations and expectations for all students with SEN/D and to focus on outcomes for students rather than focusing on hours of support.

Our Philosophy

The whole school community constantly works toward developing a welcoming environment for all students including those with SEN and disabilities. We strive to include all students where possible in all aspects of school life. Blatchington Mill is an inclusive school and we believe that inclusion enriches all.

We believe that:

- All students have an entitlement to a broad and balanced curriculum.
- All students should be encouraged, valued and accepted whatever their individual need.
- Every teacher is a teacher of special educational needs and should recognise diversity and adopt a supportive approach to all students.

- The classroom teacher has primary responsibility for providing all students with access to the curriculum.
- All teachers should ensure that, by differentiating their planning and teaching, there are suitable learning challenges for all. Teachers should attempt to overcome potential barriers to learning.
- Parents/carers have a valuable contribution to make towards their child's development and learning.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which necessitates special educational provision to be made.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age.
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16.

These needs are categorised into four key areas that may create a barrier to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identification

A student's skills and attainment are assessed on entry. At the same time, we consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

Early identification of students with SEN is a priority. The school uses appropriate screening and assessment tools, and ascertains student progress through a range of formal and informal indicators. Information from primary schools helps us to shape a student's curriculum and pastoral support. We also use standardised screening and assessment tools including CATs tests

and the termly assessment data of subject teachers. Where a parent/carer, student or outside agency has a concern we would always encourage in first place a conversation with relevant subject teachers. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCOs/INCO, should gather further evidence which may at this point include the views of other professionals.

Blatchington Mill will identify the needs of students by considering the needs of the whole student, which will include not just the special educational needs of the student.

We will consider other factors that are not SEN that may impact on progress and attainment.

- Disability (the code of practice outlines 'reasonable adjustment' as a duty for all settings and schools provided under the current Disability and Equality legislation, these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium
- Being a looked after young person
- Being a child of a service man/woman

Behavior alone is no longer identified as a need and is therefore not described as a special educational need. Any concerns relating to a student who has behavioral difficulties will be investigated in order to ascertain if there is an underlying SEN that needs identifying.

Quality First Teaching

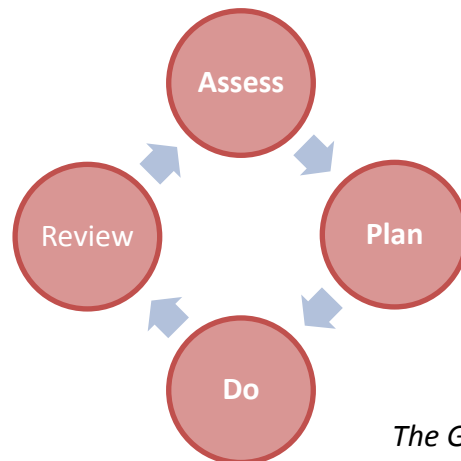
High quality teaching, differentiated for individual students is the first step in responding to students who have SEN.

The Code of Practice suggests that students are only identified as having SEN if they do not make adequate progress after having received good quality personalised teaching and/or intervention. Teachers are responsible and accountable for the progress and development of the students in their class, including those where students access support from teaching assistants and specialist staff.

In line with new code of practice 2014, students will be placed on the SEN register following the assess-plan-do-review cycle.

SEN support

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and progress. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of a student.



The Graduated Approach

Assess

When identifying a child as needing SEN support, the teacher working with the SENCo, will carry out an analysis of the student's needs. This should draw on assessments and experience of the student, their previous progress and attainment, as well as other whole school information. It should also draw on other subject teachers' assessments, the individual's development in comparison to their peers, comparative national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Parents' views should be recorded and compared to the schools own assessment and information on how the student is developing. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

Plan

When it is decided to provide a student with SEN support, parents will be notified although ordinarily they would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behavior, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our SEN Register. The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Do

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants 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 supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. External agencies that regularly come to the school to support SEND students will also advise.

Review

The effectiveness of the support and interventions and their impact on the student'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 student and their parents. This will feed back into the analysis of the student's needs. The teacher, working with the SENCo, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student. Parents will be provided with information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

The SEN register

Where a student is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place.

The needs of the student, their specific barriers to learning and appropriate support strategies will be recorded onto the SEN register.

Students are placed on the SEN register and codes are used to identify support. SA and SA+ have been replaced with the letter 'K', meaning 'support'. Student's with a Statement of Educational Need or Educational and Health Care plan will have an 'S'.

The SEN register is a live document that teachers and teaching assistants have direct access to via our school portal.

The progress of our SEND students is tracked using various data management tools. Our focus is to ensure that students with SEND make progress in line with students without SEND and to ensure that we are 'closing the gap'.

It is the responsibility of the SENCo to ensure that the SEN Register is maintained and up to date.

Provision

The goal of all provision at Blatchington Mill is to increase the independence of our students. Therefore, at each opportunity we ask ourselves *'what is the least amount of input required to enable the young person to fully engage and make progress?'* We believe that it is only with this mindset that we can truly support students to improve and grow.

In almost all cases, quality first teaching can meet the needs of the majority of students at all times. Where we identify a further need provision may include:

- In class support from a teaching assistant
- A time limited group intervention with a support teacher/teaching assistant
- A time limited individual withdrawal with a support teacher/teaching assistant
- Support led by specialists from within the school or external services
- Referral to 'The Pier', which aims to provide targeted support for students with Social, Emotional and Mental Health needs and is led and managed by the INCo
- Referral to 'Student Support' which provides coordinated support for students with more complex learning, physical and medical needs.

Students with medical needs

The school recognises that students with medical needs can face specific barriers to learning or access and we aim to remove these through carefully planned support.

We have an up to date medical policy that supports students with medical conditions. It can be accessed through our portal.

Monitoring and Evaluation

We regularly monitor and evaluate the quality and effectiveness of provision we offer students and use various tools to support this work. Our SEND Policy is reviewed yearly and the views of students, staff and parents feed into this process.

Training for Staff

All teachers and teaching assistants undertake a thorough induction with a strong focus on SEN systems, provision, practice and on the needs of particular groups of students.

Occasionally, specialist training will be necessary to support the needs of a particular student.

This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school or by specialist services working with particular students.

There is an expectation that staff who receive training will cascade this to other colleagues.

Whole-school INSET, focusing on SEND is included, where appropriate, on staff training days and during twilight sessions. Over time, we have built up a considerable amount of expertise in SEND within the school and staff are actively encouraged to share this good practice.

The SEN team runs twilight sessions half termly utilising specialists where appropriate; this training covers different aspects of SEN and all staff including teaching assistants are encouraged to attend.

The SENCo and INCo attend local network meetings to keep up to date with local and national updates in SEND and pass this onto relevant colleagues and also inform staff about upcoming training opportunities.

Resources

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced and the responsibility for determining the amount of resource for SEND lies with the Governing Body who will seek advice from the Headteacher and SENCo.

Resources for SEND are used to deploy teaching assistants, specific training on SEND and specialist resources. The SENCo has responsibility for determining the allocation of these resources in consultation with the senior leadership team and school staff. Individual departments are encouraged, through their own capitation allowances, to identify subject specific materials or resources for students with SEND. Funding for students with a statement or EHC Plan are included in appendix 2.

Accessibility

We are committed to providing, as far as reasonably possible, a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School plans over time to increase the accessibility of provision for all students, staff and visitors to the school. The school has many areas which are wheelchair accessible. For more information please refer to Blatchington Mill's Accessibility Policy.

External support

We have strong historic links with many external agencies across the city that support our students and families. We have expertise in many areas of SEND within our school and work in partnership with these professionals to improve the outcomes of our students. The following list is not exhaustive:

- The Educational Psychologist - An Educational Psychologist is allocated to the school and makes regular visits to assess identified students.
- The Child and Mental Health Service (CAMHS) YES (The Youth Employability Service)
- The School Nurse Autistic Spectrum Condition Support Service
- Speech and Language Support/Therapy Service
- Occupational Therapy - this service works with children and young people to help develop and increase the skills they need to use in their everyday lives.
- Physiotherapy - physiotherapists help with children's movement skills and physical mobility with the aim of improving their independence
- Sensory needs service - Visits from this service deal with identified students who have visual and/or hearing needs.
- MASH (Multi-Agency Safeguarding Hub) - Liaison takes place with MASH/Social Services where it is appropriate.
- Complex Needs Outreach Service - Advice on the inclusion of students with significant physical or medical disabilities and severe learning needs can be accessed through Hillside Special School.

Parental concerns regarding SEND

It is the aim of Blatchington Mill School to provide excellent support to all young people with SEND and to work in partnership with parents and carers. If any parent/carer has concerns about our provision, we encourage these to be shared as early as possible in person, via telephone or via email. Such issues will always be given thorough and prompt consideration. If the department is unable to resolve the issue to the satisfaction of those concerned or the parent/carer wishes to make a complaint regarding their child's provision, these procedures should be followed:

1. Raise initial concerns with subject teacher/form tutor /Lead Inclusion TA.
2. Arrange a meeting with the Curriculum Team Leader/Year Office/SENCo / INCo. Contact details can be found on our website. We are confident that all problems or concerns can be resolved at this stage.
3. If you are not satisfied, arrange a meeting with the member of SLT responsible for SEN or the Head Teacher.
4. If, following a meeting with the Head teacher concerns persist, arrange a meeting with the SEN Governor.
5. In the unlikely event that concerns are still unresolved, a meeting with a sub-committee of governors can be convened.
6. If no resolution has been possible, a full governors meeting can hear the issue and help us work towards a solution.
7. If there are still unresolved issues, contact may be made with the LA.

Supporting students and families

We have produced our 'local offer' which describes in detail our commitment to our students and their families. <http://www.brighton-hove.gov.uk>

The LEA recommends the local parent partnership service AMAZE for parents who feel they want additional support to understand their child's special needs and the school's response to it. Amaze can be contacted at:

AMAZE
Community Base
113-117 Queens Road
Brighton
BN1 3XG
Tel: 01273 - 772289

Appendix 1

SEND staffing structure

Blatchington Mill has an SEND staffing structure that reflects the needs of our students.

Richard Radcliffe	Assistant Head Teacher
Daniel Reeves	SENCo
Philippa Statham	INCo
Sue Beach	Inclusion Administrator
Audrey Glover	SEN Teacher
Jacqueline McKenzie	SEN Teacher
Shirley Suleyman	Lead Inclusion TA – Speech and language
Laura Mehmet	Lead Inclusion TA – ASC
Lucy Thole	Lead Inclusion TA - Physical disabilities and medical
Tanya Stein	Lead Inclusion TA – Severe learning and/or medical difficulties
Liam Cherry	Lead Inclusion TA – Pier (Inclusion)
Christine Heaton	Lead Inclusion TA – EAL
Louise Manzaroli	Lead Inclusion TA – Curriculum
Angie Regan	Lead Inclusion TA – Transition

Appendix 2

Funding levels for students with SEND

Tier One Support	Funding devolved to schools through the notional budget (up to £6000).
Tier Two Support	The above and up to an additional £2250. (Total £8250)
Tier Three Support	The above and up to an additional £6750. (Total £12750)
Tier Four Support (rare/exceptional category)	_The above and additional bespoke funding for intensive support.

Appendix 3

Glossary of SEND terms

Term	Description
ADHD/ADD	<p>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</p> <p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Students with ADD/ADHD may be:</p> <ul style="list-style-type: none">• Inattentive, hyperactive, and impulsive (the most common form)• Inattentive, but not hyperactive or impulsive.• Hyperactive and impulsive, but able to pay attention.
ASD	<p>Autistic Spectrum Disorder (ASD)</p> <p>Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none">• understand and use non-verbal and verbal communication• understand social behaviour• think and behave flexibly. <p>These difficulties may affect the student's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.</p>
CAMHS	<p>Child and Adolescent Mental Health Services</p> <p>Support services for students and families requiring support to cope with SEMH or to diagnose conditions such as ASC, depression, anxiety, ADHD. Tier 2 are for moderate difficulties and work out in the community. Tier 3 work through clinics and can provide diagnoses.</p>
C & I	<p>Communication & Interaction- An umbrella term under the new CoP that covers issues such as speech and language needs, ASC spectrum needs.</p>
C & L	<p>Cognition & Learning- An umbrella term under the new CoP that covers issues such as dyslexia, dyspraxia, MLD needs.</p>

CP/CIN	Child Protection (plan)/Child in Need Plan - Terminology used by Social Care to indicate where a child or a family may need extensive support or there may be a level of risk of harm to the welfare of young people.
Dyscalculia	Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyslexia	Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.
Dyspraxia	Dyspraxia impairs the ability to coordinate and organise movement. Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.
EAL	English as an Additional Language Supported by EMAS in school (Ethnic Minority Achievement Service).
EHCP	Education, Health and Care Plan
EP	Educational Psychologist An EP provides detailed assessments for student with complex needs. They do this through consultation with a student, staff and parents and through specific assessments.
EWO	Educational Welfare Officer Practitioner monitoring students with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance.
GDD	Global Developmental Delay Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth - 18 yrs.
HI	Hearing Impairment Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their

	environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
LAC	Looked after Children Child placed in foster placements, apart from their family and in the care of Local Authority. A child can be looked after for numerous reasons, including for short term periods.
MLD	Moderate Learning Difficulty Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills
Multi-sensory learning	Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and speaking.
OT	Occupational Therapy/Therapists Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer.
PD	Physical Disability There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support.
RJ	Restorative Justice Behaviour management strategy supporting students to understand how to resolve conflict appropriately.
SALT	Speech and Language Therapy/Therapist
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities

SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEN Status	<p>N – No SEN need</p> <p>K – SEN Support: the category that replaces SA and SA+ from September 2014. (Most closely aligned with ‘old’ SA+)</p> <p>S – Statement of Educational Need: student has been through ‘old’ SA and SA+ steps and now has a legal entitlement to support funded by the LA. Student has complex or severe needs and requires a high level of tailored support in order to make progress.</p> <p>EHCP – Education Health & Care Plan- the legal terminology that replaces ‘statements’ from September 2014. ST’s will be transitioned into EHCP’s between now and 2018. EHCP’s can be applied for between 0-25years.</p>
SLC	<p>Speech, Language or Communication Need</p> <p>Students with SLC have difficulties using and understanding expressive, spoken or language. Student may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. .</p>
SLD	<p>Severe Learning Difficulty (SLD)</p> <p>Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.</p>
SpLD	<p>Specific Learning Difficulties</p> <p>E.g. Dyslexia, Dyscalculia and Dyspraxia.</p>
TA	Teaching Assistant
TAC/ CAF	<p>Team Around the Child or Common Assessment Framework</p> <p>Multi-agency intervention for students who are receiving external safeguarding support</p>
VI	<p>Visual Impairment (or vision impairment)</p> <p>Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.</p>
Working	Ability to hold information in memory whilst performing a cognitive task. Affects ability to

memory

sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.

Appendix 4

Table of Terminology Changes from Previous Codes to Code of Practice 2014

New Terminology/ On SIMS as	Definition	Old Terminology/On Sims as	
Communication & Interaction	Children/young people with difficulty 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/use social rules of communication. 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 ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Speech, language & communication needs	SLCN
		Speech & language	SL
		Autistic Spectrum Condition	ASC
		Autistic Spectrum Disorder	ASD
Cognition & Learning	Support may be required when children/young people learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs, where children are likely to need support in all areas of the curriculum, those who also have 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.	Moderate Learning Difficulties	MLD
		Specific Learning Difficulties	SpLD
		Severe Learning Difficulties	SLD
		General Learning Difficulties	GLD
Social, Emotional & Mental Health	Children/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 behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, 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.	Behavioral, Emotional & Social Difficulties	BESD
Sensory and/or physical	Some children/young people require special educational provision because they have a disability which prevents or	Hearing Impairment	HI

	<p>hinders them in making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children/young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.</p>	Visual Impairment	VI
		Profound and Multiple Learning Difficulties	PMLD
		Physical/Medical Difficulties	PMD