

# **Buckler's Mead School- SEND Procedures**

## **Policy and Information report**

**SENDco** - Sophie Thompson

**Somerset Local offer** -

<https://www.somerset.gov.uk/education-and-families/somersets-local-offer/#Our-Local-Offer>

### **Aims & Objectives**

Our SEND procedure aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Buckler's Mead School seeks to ensure all students enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

### **Aims:**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by following the Assess, Plan, Do, Review cycle.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

### **Objectives:**

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder primaries) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Special Educational Needs Co-ordinator (SENCo). The school collates data from KS2 SATS tests from year 6 and upon entry into year 7 students will complete Cognitive Ability Tests (CATS) to increase our knowledge of student strengths and barriers.
- **Monitor the progress of all students in order to aid the identification of students with SEND.** Continuous monitoring of those students with SEND by their teachers will help to ensure they are able to reach their full potential.
- **Make appropriate provision and adaptations to overcome all barriers to learning and ensure students with SEND have full access to the curriculum.** This will be coordinated by the SENCo and Learning Support Department and will be carefully monitored and regularly reviewed in order to ensure that students are given every opportunity to access the curriculum and are supported where appropriate.
- **Work with parents/ guardians** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and support outside agencies** when the students' needs cannot be met by the school alone. Buckler's Mead may receive further support from external agencies for example, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service and Hearing Impairment Service.
- **Create an environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

## Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The status of a student may change throughout the course of their education at Bucklers Mead School and they may move onto or off the register. If at any time you feel we do not have all the information regarding your child's needs, or they have had appointments with external agencies and you have received reports (e.g. Paediatrician), please contact the school and arrange to pass on any documentation, or arrange a meeting in order to pass on the information with the Special Educational Needs Coordinator (SENCo) or a member of the learning support department, so that we can adjust the arrangements to support your child.

## Arrangements for Coordinating SEND Provision

- The Learning Support Department will hold details of all SEN Support records such as the SEND Register.

All staff can access the following documents on the school systems:

- The Buckler's Mead School SEND procedures
- A copy of the full SEN Register
- Guidance on identification of SEND in the Code of Practice.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SEND Local Offer. [Somerset's Local Offer](#)

All teachers are teachers of SEND and adapt their teaching accordingly to meet the needs of the students in their classes. By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and / or disabilities and their requirements.

This document is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The SENCo, alongside the Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure the curriculum is differentiated and adapted where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

### **Admission Arrangements**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Students with EHCPs will be assessed by the SEND team at Somerset County Council to help secure an appropriate placement to meet a child's needs.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action may be written to aid transition.

### **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for Students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### **Roles and responsibilities**

#### **The SENCO**

The SENCO is Mrs S Thompson  
She will:

- Work with the Headteacher and CEO of the trust to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND procedures and the coordination of specific provisions made to support individual Students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and directing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

### **The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEND procedures and provision in the school.

### **The Head teacher**

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEND procedures and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class. All staff are responsible for meeting the Special Educational Needs and / or Disabilities of the students they teach.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow these SEND procedures.

### **What types of SEND are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and

appropriately with others, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

- **Cognition and learning**, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. For example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties**, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Many students are aware of their difficulties and are keen to receive support, others are referred by staff or parents to be investigated and barriers to learning identified.

### **Process to aid identification**

1. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
2. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
3. The SENCo/Learning Support department will be consulted as needed for support and advice and may wish to observe the student in class.
4. Through the above actions it can be determined which level of provision the student will need.
5. If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

6. Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with Buckler's Mead School
7. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
8. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

### **SEN Support (K):**

Where it is determined that a student does have SEND, parents will be formally advised of this before inclusion of the individual on the school SEND Register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

#### **Assess**

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support professionals are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between all stakeholders for example, the teacher, Head of Year, SENCo, and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual

needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Reviewing student progress will be made in several ways. For example, at subject departmental meetings, through round robins, observations and discussions between stakeholders. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **Referral for an Education, Health and Care Plan**

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review involving parents, SENCo and Head of Year if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Education, Health and Care Plans \(somerset.gov.uk\)](https://www.somerset.gov.uk/education-health-and-care-plans)

Or by speaking to an Education, Health and Care Plan Coordinator from the SEND team at county hall.

## **Education, Health and Care Plans (EHCP)**

1. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

## **Consulting and involving students and parents**

Early discussion between the student, parents/carers and school is very important. This helps to identify whether a student may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Take in the views and wishes of the child.
- Take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEN support.

## **Supporting Students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. When a child is moving into the school from another setting we will make contact with their previous school and collate as much information about their needs. This will include parental meetings. If external agencies are involved we will make contact and request access to reports and / or advice on the student.

## **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Buckler's Mead School works within their financial limits to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an "assess, plan, do and review" cycle.

## **Interventions that be considered for a student with SEND**

- **Individualised Literacy Intervention (ILI)** Some students at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. This intervention allows for tailored individual support for students to improve their literacy skills. This is normally aimed at students with a reading and / or spelling age of below 7 years.



- **Speech, Language and Communication (SpLC)** Speaking, listening, reading and writing are four aspects of language development that are at the core of the school curriculum. There is evidence that children with speech and language difficulties suffer difficulties with all four skills that adversely affect their educational progress and vocational prospects. This intervention is aimed at those children who have a significant need in this area or who have been seen by the Speech and Language service and have a care plan provided for them.
- **Emotional Literacy (ELSA)** This can be delivered through a group session or on a 1:1 basis. Emotional Literacy is the term used to describe the ability to understand and express feelings. ELSA involves having self-awareness and recognition of one's own feelings and knowing how to manage them. It includes empathy, i.e. having sensitivity to the feelings of other people. Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.
- **THRIVE** Thrive is based on established neuroscience, attachment theory and child development, the Thrive Approach provides adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. THRIVE promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.
- **Foundation Learning (Years 10 & 11)** This is a small number of students who have had difficulty accessing the full curriculum at the school, or who benefit from having nurtured time within the school week to support their learning in all other curriculum areas. A focus on completing functional skills level ASDAN award in English and Maths may be considered.
- **Individualised Learning Programmes** In some very extreme circumstances it may become necessary to remove a student from timetabled lessons. We never do this lightly and only when all avenues of support have been tried. Normally if a student has been removed from the main curriculum they will initially work in the LSB under the supervision of Mrs Coate and /or an SEN Teaching Assistant, until a decision is made about how best to meet the needs of the student. It might be decided that the needs are best met in another educational establishment.
- **In-Class Support** All the learning support staff regularly support students in lessons across all curriculum areas. The amount of in-class support provided will be needs' assessed and increased or decreased depending on how successful the support is. Most subject areas will deploy their own subject specific teaching assistant to help support some learners in lessons.
- **ASDAN (Year 10 & 11 only)** ASDAN is a pioneering curriculum development organisation and awarding body, offering programs and qualifications that explicitly grow skills for learning, skills for work and skills for life. This is not a GCSE level course, but could take the place of an option in years 10 & 11 if the student is finding accessing the curriculum challenging.
- **Exam Access Arrangements** All Year 10 students (previously receiving support or new to Buckler's Mead School) are screened to assess if they require access arrangements for public examinations. Gathering of information and further assessments are completed. Applications are made for students who meet the criteria set by the Joint Council for Qualifications (JCQ). Parents/carers of students requiring access arrangements will be informed by letter.

## **Adaptations to the curriculum and learning environment**

Buckler's Mead School ensures that reasonable adjustments are made to both the academic and pastoral needs of the students with SEND, allowing them to develop their skills, achieve their potential and prepare for the future. Our intention is to enable all students, whatever their need, to benefit from access to a full curriculum and to the life of the school. There are, however, areas of Buckler's Mead School that are inaccessible for those who use wheelchairs.

Students with more acute needs may have in-class support or a modified curriculum. Both the academic and pastoral needs (emotional & social needs) of students are met by a range of staff within Buckler's Mead School such as Form Tutors, Heads of Year, Heads of Department, subject teachers and learning support staff. Further support is also available through links with external agencies.

We make the following adaptations to ensure all students' needs are met:

- Using an inclusive approach in lessons
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning and external agency working**

We have teaching assistants who are trained in various SEND specialisms in order for them to deliver interventions.

Teaching assistants may work with a student on a 1:1 basis, within small groups or within the classroom being guided by the class teacher.

Here are examples of external agencies we work closely with to provide support for students with SEN:

- Somerset Parent and Young People's Partnership Service
- School Health
- Educational Safeguarding Service
- Local Authority Support Services e.g.
  - Virtual School & Learning Support Service
  - Educational Psychology Service
  - Autism and Communication Service
  - Hearing Support Service
  - Vision Support Service
- Children Social Care and Family Intervention Service
- REACH
- Future Roots – Ryland's Farm
- EAQ Manor Farm
- Core Creative Education
- Parent and Families Support Assistant (PFSA)
- South Somerset Partnership School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **Expertise and training of staff**

Our SENCO has gained the National Award for Special Education Needs, which is the legal requirement for the post held. Mrs S Thompson is allocated 3 days a week to manage SEND provision.

We have a team of 10 teaching assistants, who are trained to deliver SEND provision. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The school seeks the support of external agencies when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCo attends relevant SEND courses, network meetings and facilitates and signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

### **Allocation of Resources for Students with SEN**

All students with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. For those with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCo will apply for additional funding via the Education, Health and Care Plan application procedures as administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for additional funding. It is the responsibility of the trust CEO, senior leadership team, SENCo and Governors to agree how the allocation of resources are used.

### **Enabling Students with SEND to engage in activities available to those in the school who do not have SEND**

All extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our day trips and residential experiences if these are available.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of Learning Support Base to promote teamwork/building friendships and to access study support e.g. homework.
- We have trained THRIVE practitioners and ELSA trained Teaching Assistants.
- We have pastoral care, which consists of 5 Heads of Year and 5 pastoral support assistants.
- We have a school counsellor
- We have a zero tolerance approach to bullying.

### **Evaluating the effectiveness of SEN provision**

In order to make continuous progress in relation to the SEND provision at Buckler's Mead School, we encourage feedback from staff, parents and students during the academic year. Parents can access the SENCo and Learning Support Department regularly by making an appointment or sending alternative communication e.g. email.

Staff surveys are conducted throughout the academic year as well as collecting parental feedback at parents evenings/consultation evenings. This will be collated and published by the directing body of a school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

### **Communication with the SEND Department**

1. School office telephone number: 01935 424454 ask to speak to the Learning Support Base.
2. Email the main office on: [office@bucklersmeadacademy.com](mailto:office@bucklersmeadacademy.com) and mark it F.A.O Mrs Thompson
3. You can write a letter, please find the school address on our Website.

### **The local authority local offer**

Our local authority's local offer is published here: [Somerset's Local Offer](#)

### **Monitoring arrangements**

The SEND procedures will be reviewed by the SENCO and Head teacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.