

**SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY  
(INCORPORATING THE LOCAL OFFER)**

**MISS H CLARKSON  
REVIEWED: SPRING 2017  
REVIEW DATE: SPRING 2019**

**Aims of Biddulph High School's SEND policy**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. SENDsory/physical
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions with full inclusion in all school activities by ensuring consultation with health and social care professionals
- To have a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014.*

### **How does our school know if children need extra help?**

We know when students need help if:

- Concerns are raised by parents/carers, teachers, or the student's previous school
- Tracking of students indicate a lack of progress
- Student observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. SENDsory/physical
- A student asks for help

### **What should I do if I think my child may have special educational needs?**

If you have concerns then please firstly discuss these with your child's teacher/subject teacher/form tutor. This then may result in a referral to the school SENDCo, Miss H Clarkson, whose contact details are:

Biddulph High School

Tel: 01782 523977

Conway Road

E.mail: [office@biddulph.staffs.sch.uk](mailto:office@biddulph.staffs.sch.uk)

Knypersley

Stoke-on-Trent

ST8 7AR

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

- All students will be provided with high first quality teaching that is differentiated to meet the diverse needs of all learners. WAVE 1 of support
- Students with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  1. classroom observation by the SENDCo, external agencies and other relevant staff
  2. ongoing assessment of progress made by student in specific intervention groups
  3. teacher meetings with the SENDCo
  4. student and parent feedback when reviewing student's progress
  5. whole school student progress tracking
  6. attendance and behaviour records
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and students' attainments to meet these targets are tracked using the whole school tracking system.
- Students who are not making expected levels of progress are identified very quickly and action is taken to support them.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model

- An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. Parents will be contacted to discuss the support and the identification of action to improve outcomes.
- If review of the action taken indicates that “additional to and different from” WAVE 2 support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed regularly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs Support Service (SENDSS)  
Where there is availability we have access to the following services. This list is not exhaustive and service provision is not always guaranteed:
  2. Behaviour Support Service
  3. Dyslexia Centres
  4. Autism Outreach Team
  5. Hearing Impairment team
  6. Visual Impairment team
  7. Educational Psychologist Service
  8. Local Support Team
  9. Physical and disability support service
  10. Social Services
  11. School Nurse
  12. CAMHS (Child & Adolescent Mental Health Service)
  13. MIND
  14. CHANGES
  15. T3
  16. Autism Outreach
  17. CEIAG Progression Mentor
  18. Occupational Therapist
  19. Visyon Counselling Service
  20. Biddulph Youth and Community Zone
- For a very small percentage of students, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of

education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

- For students who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- The SENDCo reports to trustees to inform them about the progress of students with SEND. This report is an overview of the group and does not refer to individuals; confidentiality is maintained at all times. The trustees agree priorities for spending within the SEND budget so that all children receive the support they need in order to progress. Mr A Nixon is the school's SEND Link Trustee.

#### **How will the curriculum be matched to my child's needs?**

- Intensive transition support begins in Year 8 for all students who have additional needs and require specific support. Our pathway structure also allows students' curriculum to be tailored to suit their needs as they move from Key Stage 3 to Key Stage 4 and from Key Stage 4 to Key Stage 5.
- When a student has been identified as having additional needs, their work will be further differentiated by the class teacher to work towards removing barriers to learning and enable them to access the curriculum more easily. Where applicable they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

#### **How will I know how my child is doing?**

- Each student's progress will be shared with parents termly through the school reporting system and Parent's Evenings. Parents may also find the school planner a useful tool to use to communicate with school staff.
- Parents are welcome to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo or Learning Manager. Please contact the school office if you wish to arrange an appointment.
- Where necessary, you will be invited to a termly meeting with the SENDCo to discuss your child's progress and plan the next steps.

#### **How will you help me to support my child's learning?**

On the following pages you will find an example of some of the provision we provide to all learners

- a) Example of our weekly bulletin outlining daily support sessions and clubs
- b) Extra-curricular exam and revision sessions provided by faculties



**eBRIEFING SHEET**

**PLEASE EMAIL ANY ITEMS YOU WISH TO BE INCLUDED TO J DUNCAN BY 2.00PM**

<b>STAFF BRIEFING ONLY</b>

<b>STAFF AND STUDENTS BRIEFING</b>
<b>All Students</b>
<b>Year 9</b>
----- <b>Lates owing – Please go to Room 101 at Breaktime</b>
<b>Year 10</b>
----- <b>Lates owing – Please go to Room 101 at Breaktime</b>
<b>Year 11</b>
----- <b>Lates owing – Please go to Room 101 at Breaktime</b>
<b>Sixth Form</b>

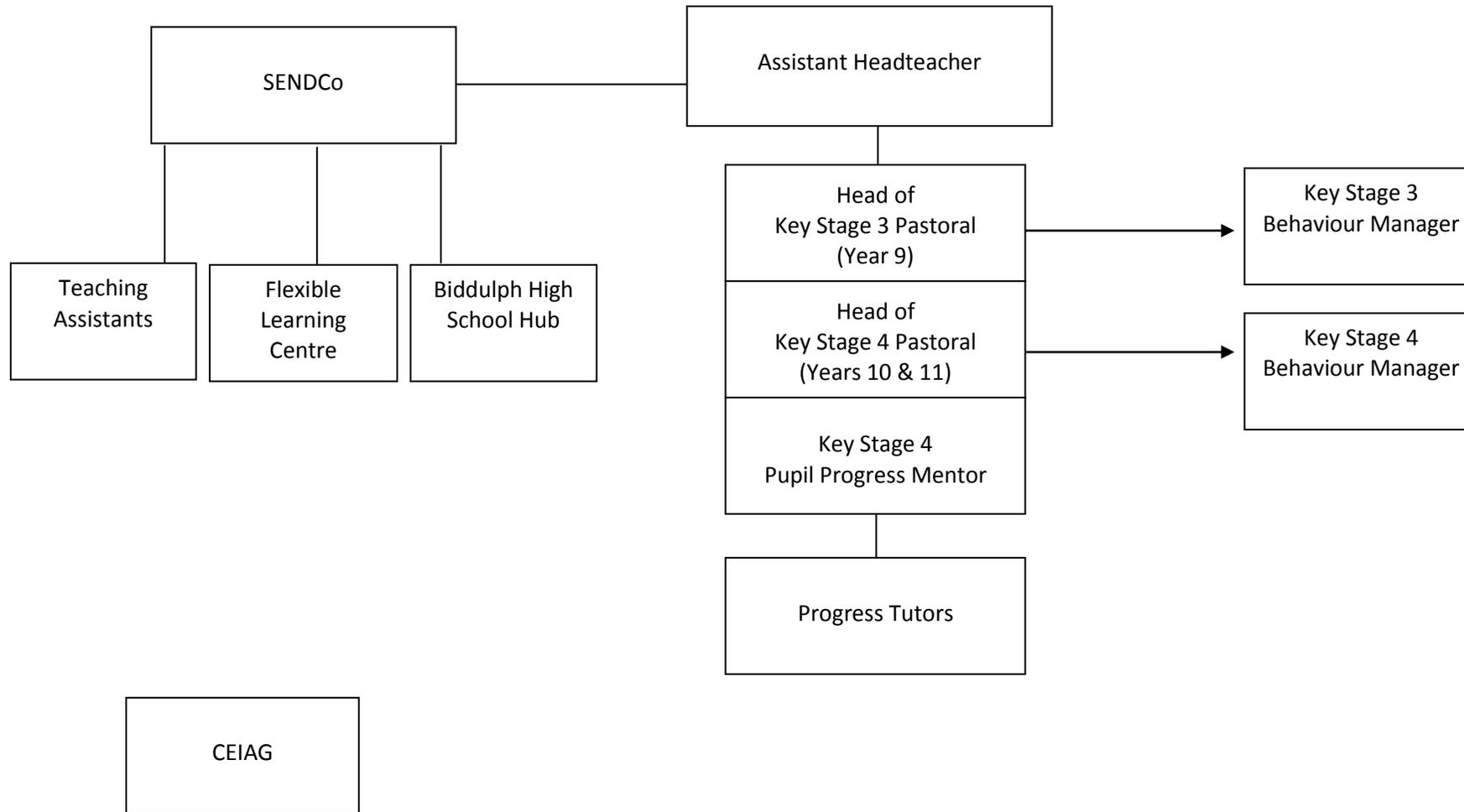
## EXTRA-CURRICULAR SUBJECT SUPPORT

SUBJECT	PROVISION	YEAR GROUP
<b>Mathematics</b>	Breakfast Club	Year 11
	Intervention/Extraction Groups	Year 11
	Lunchtime Revision Club	Year 11
	After-school Revision	Years 11 ,12 & 13
	After-school Drop-in Sessions	Years 10 & 11
<b>Music</b>	Orchestra	All years
	Choir	All years
	Additional tuition for piano, singing, theory and composition	All years
	Preparation for graded performance exams and auditions	All years
<b>Modern Foreign Languages</b>	Revision sessions for speaking test, reading and listening papers	Years 11, 12 & 13
<b>Business Studies</b>	Controlled Assessment Clinic	Year 10
	Controlled Assessment Clinic	Year 11
	Revision Sessions	Year 11
	Drop-in Sessions	Year 11
	Revision Sessions	Years 12 and 13 A-Level
	Revision Sessions	Years 12 and 13 BTEC
<b>ICT</b>	Coursework Catch-up Sessions	All years
	Technology Club	All years
<b>Science</b>	Revision Classes	Year 11: All abilities

	Extra Classes for Biology, Chemistry and Physics	Years 12 & 13
<b>Health &amp; Social Care</b>	Drop-in Support Session	Years 12 & 13
<b>English</b>	Revision Classes for Examinations	Years 10 & 11
	Revision Classes for Examinations for less confident Higher Tier students	Years 10 & 11
	Revision Classes for Examinations for D/C borderline students	Years 10 & 11
	English Literature Support	Years 12 & 13
	Controlled Assessment Support	Years 10 & 11
<b>Art</b>	Art & Design Support	
<b>Humanities: History</b>	Revision Sessions	Year 11
	Half-Term Revision	Year 13
	Easter Revision	Years 11, 12 & 13
	Drop-in Support Sessions	All exam groups
	Additional Lessons	Year 12
<b>Humanities: Geography</b>	Revision Sessions	All exam groups
	Easter Revision	Years 11, 12 & 13
	Revision Sessions	All exam groups
	RE Additional Sessions	
<b>PE</b>	After-school Clubs (all activity areas)	All years
	Lunchtime House Competitions	All years
	Morning Revision Sessions	All exam groups
	After-school Revision Sessions	All exam groups
	Holiday Revision Sessions	Selected exam groups
<b>Psychology</b>	Lunch time and after school revision sessions	Years 12 & 13: All exam groups
	Supported study session after school	Years 12 & 13: All exam groups

<b>Sociology</b>	Lunch time and after school revision sessions	Years 12 & 13: All exam groups
	Supported study session after school	Years 12 & 13: All exam groups
<b>Design &amp; Technology</b>	Support sessions	All years
<b>Learning Support</b>	Lunch Club, Flexible Learning Centre: 12.45 pm to 1.20 pm daily	All years
	Breakfast Club, Flexible Learning Centre: 8.00 am – 8.40 am, Tuesdays and Fridays	All years

## Pastoral Care Structure



### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups.
- Students who find outside class times difficult are provided, where applicable, with alternative small group opportunities within the school.

### **Students with medical needs**

- Students with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the student themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting students at school with medical conditions (DfE) 2014**. Please see the Medicine Policy link.

### **What training do the staff supporting children and young people with SEND undertake?**

Training to support staff and teachers is provided where a training need is identified.

- Annually, all staff receive training regarding:
  - Anaphylaxis
  - Asthma
  - Autism
  - Epilepsy
  - EpiPen use
  - Hearing Impairment
- Every three years, all staff receive Level 1 Safeguarding and Promoting the Welfare of Children Training.

### **How will my child be included in activities outside the classroom including school trips?**

- All students have access to activities outside the classroom including school trips where appropriate. Parents are informed of activities and school trip(s) via letter and are individually contacted where further discussion or planning is required with the relevant member(s) of staff.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **How will the school prepare and support my child when joining or transferring to a new school?**

Intensive transition support is provided across all key stages throughout the year including regular liaison with middle schools. A number of strategies are in place to enable effective student's transition. Calendared support also includes (this list is not exhaustive):

- Taster day programme in the summer term
- New intake day and evening and A-Z transition day
- Visits and workshops at the middle schools
- Coffee mornings for parents

- A planned programme of visits are provided in the summer term for students starting in September.
- The SENDCo or Learning Manager will liaise with parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEND budget: The Student Premium funding for students who meet certain criteria. In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition (Personalised Learning Centre)
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

### **How is the decision made about how much support my child will receive?**

- For students with SEND but without an Education Health and Care plan, the decision regarding the support required will be decided once the assess, plan do and review model has been completed. For students with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher, SENDCo, Learning Manager or Leadership Group member
- during parents evenings/coffee mornings

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's form tutor/Head of Faculty
- The Learning Manager
- The SENDCo

### **Support services for parents of students with SEND include:**

- **Parent Partnership**  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

### Other useful links

School Policies:

- The Admission of Students to Biddulph High School
- Pupil Premium Statement

REVIEWED : Spring 2017

REVIEW DATE : Spring 2019

Mr S Ascroft, Headteacher :

Date :

Mrs S Tudor, Chair of Trustees :

Date :