

# SEND Policy

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OCTOBER 2020

## THE BERWICK WAY

*Work hard, with humility, diligence and attention to detail*

ON TIME

ON SIDE

ON TASK



# SEND Policy

<b>Approved by:</b>	Trustees: Pastoral and Inclusion Committee	<b>Date:</b>	October 2020
<b>Person Responsible:</b>	Judith Birnie, SENDCO	<b>Version:</b>	1
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## 1. Introduction and aims

At Berwick Academy we believe that all pupils, regardless of ability and behaviour, are valued equally. Pupils with special educational needs and/or disabilities (SEND) are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

This policy is in keeping with the aims of Berwick Academy, its teaching and learning policies, and its policy on equal opportunity. Berwick Academy is committed to a policy of inclusion: one in which the teaching and learning achievements, attitudes and well-being of all pupils matter. The culture, practice, management and deployment of the Academy's resources are designed to ensure all pupils' needs are met.

Our policy aims to:

- ensure that all pupils have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- ensure early identification, assessment and provision for any pupil who may present with special educational needs;
- help every child realise his or her full potential and optimise their self-esteem;
- ensure that all staff play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs;
- encourage the whole Academy community to demonstrate a positive attitude towards SEND;

- encourage an effective partnership in developing and implementing a person centred approach;
- encourage pupils and parents /carers to participate in all decision-making processes which occur in the pupils' education i.e. their views sought and taken into account;
- follow the Code of SEND Practice (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.

## 2. Named Persons

Mrs T Hush	Headteacher
Mrs D Tait	SENDCO
Miss J Birnie	SENDCO
Mr J Reed	SEND Trustee

## 3. Definition of Special Educational Needs

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision being made for them.”

Special educational provision means educational provision which is additional to, or otherwise different from the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area. A Local Offer is provided by the Local Authority.

## 4. Key Responsibilities

### 4.1 Key Individuals

There are a number of key individuals with responsibility for Special Educational Needs provision. They are:

- A Trustee with responsibility to the Board for SEND.
- The Headteacher.
- The Special Educational Needs Coordinators.
- Class Teachers.
- Teaching Assistants.

Class teachers are responsible for the needs of all pupils including those with SEND and should “be able to use and evaluate distinctive teaching approaches to engage and support them” (Teacher Standards).

### 4.2 The SENDCOs

The SENDCOs at Berwick Academy are responsible for:

- Overseeing the day to day operation of the SEND policy
- Coordinating provision for pupils with SEND
- Liaising with, and advising other colleagues
- Managing Teaching Assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND

- Contributing to the in-service training of staff
- Liaising with external agencies including Educational Psychology service, LA support services, health and social services and voluntary bodies.

## **5. Specific guidance and school responsibilities**

### **5.1 Special facilities and building adaptations**

The Academy is implementing its accessibility plan which aims to further improve access to all facilities and the curriculum.

### **5.2 Admissions arrangements**

Where SEND provision is in place prior to the pupil taking a place at the Academy, the SENDCO will liaise with the previous school SENDCO in order to ensure continuity of provision. All prospective pupils apply to Berwick Academy via the County Council portal, and no SEND criteria form part of our decision making for offering places.

### **5.3 Curriculum entitlement**

All pupils will have access to a broad and balanced curriculum, which will include the National Curriculum. The Trustees of Berwick Academy are ultimately responsible for ensuring that all pupils receive the curriculum to which they are entitled.

The special educational needs budget will be used to access resources and deploy support staff in order to allow all pupils to access the curriculum and fulfil their potential.

At some stage of their education, a number of pupils may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These pupils will be supported through differentiation by the teachers within their normal classroom environment.

### **5.4 SEND Training for staff**

Whole staff training for SEND will be identified and met through INSET provision and will be organised as required to meet the current needs of the staff. These will be led by the SENDCO, the Additional SENDCO or by appropriate outside agencies. Teaching Assistants will be entitled to attend relevant INSET sessions and external courses.

### **5.5 Inclusion of pupils within and beyond school**

Wherever possible all pupils with SEND will join in all activities of the school with pupils who do not have special educational needs, although there may be occasions where this may not be appropriate. This inclusion policy covers all areas of the curriculum, acts of worship/assemblies, school visits (including residential trips), sporting activities, social activities, lunch times and break times and all other school events.

### **5.6 Achievement and Progress**

Achievement and progress of individual pupils will be monitored and evaluated through

- Ongoing Assessment records
- Termly assessments of attainment and progress
- Pupil Progress and Contextual Value Added (CVA) Scores
- Assessing the impact of additional educational provision

Appropriate provision will be made for pupils who need to use:

- Means of communication other than speech, including computers, technological aids, signing, symbols or lip reading
- Non-signed methods of reading, or non-visual or non-aural ways of acquiring information
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities within and beyond school

In the exceptional case of such a curriculum being inappropriate for a pupil with special educational needs, the Head Teacher may give a special direction for either modifying or not applying the National Curriculum for the pupil for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

## **6. Teaching arrangements for pupils with SEND**

For the most part, pupils with SEND will be taught in the classroom alongside their peers. Teaching techniques and strategies, including differentiated resources and learning tasks, will accommodate those of differing abilities. This will enable individual learning needs to be met and allow pupils to maximise their potential in all areas of the curriculum.

The teaching arrangements for those pupils with an Education, Health and Care Plan (EHCP) will be determined by their EHCP.

## **7. Identification, assessment and intervention**

Berwick Academy models its approach on the guidelines given in the SEND Code of Practice (2014).

When a teacher identifies that a pupil has SEND, the teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

- While the teacher remains responsible for working with the pupil on a daily basis, the teacher works with the SENDCo to plan and deliver an individualised educational programme to meet the needs of the pupil.

The SENDCo takes the lead in:

- Planning future interventions for the pupil in discussion with colleagues
- Monitoring and reviewing the action
- Asking for support from external agencies and specialists, in consultation with parents
- Planning future interventions for the pupil in discussion with colleagues and parents
- Continuing to monitor and review the actions taken

Where a pupil is unable to access the curriculum after considerable internal and external help and time, then, in consultation with the parents, the Head Teacher/SENDCo may request a statutory assessment of the pupil's needs.

## **8. Parent partnership**

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Berwick Academy recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the pupil will also be sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher

considers that a child's needs are significant enough for the child to be placed on the SEND Register. Opportunities are given to pupils and/or parents to review and update individualised plans three times annually.

During the procedure of applying for a statutory assessment, the parents will be given as much help, advice and support as possible. They will be given a copy of the Northumberland County Council's procedures and timelines for each stage of the assessment process.

Berwick Academy formally reports on pupils' progress termly with a written report. There are opportunities for the SENDCo and teachers to consult with parents throughout the year.

## **9. Relationship with outside agencies**

Berwick Academy is able to make referrals to a number of external agencies. Where necessary, the Academy will refer a pupil to an external specialist, after consultation with parents.

Berwick Academy also has contacts with health professionals, such as the school nurse, speech and language therapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parent's permission and in accordance with GDPR.