

Bullers Wood School

Special Educational Needs Policy



Policy created by: SENCO	Date of Adoption: September 2022	Date to be Reviewed: July 2025	To be reviewed by: Local Governing Board
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The SEND policy sets the vision, values and aims of the school's SEND arrangements.

1. Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2015)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- SEND Information Report
- Equalities Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Accessibility Plan
- Teachers Standards 2013

2. Aims

- To ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To ensure that there is a system of identifying, monitoring and assessing student progress, which is appropriate to students with SEND, and that all staff are aware of the procedures.
- To ensure that every student makes the maximum progress necessary to reach their potential.
- To ensure a whole school response to the Code of Practice for SEND (2015).
- To make available appropriate and personalised resources for students with SEND.
- To foster positive working relationships with parents/guardians in meeting the needs of their children.
- To ensure a high quality of specialist support staff who are deployed effectively.
- To ensure that all staff are aware of their responsibilities for students of all abilities (as documented in the Code of Practice) and that they are practising Higher Quality Teaching.
- To promote the skills and support necessary to enable all staff to provide for students of all abilities.

3. The fundamental principles of Buller's Wood SEND policy:

3.1 Students with SEND are accepted at Bullers Wood School on equal terms with any other child, provided that they meet the admissions criteria (see Admission Policy), and that their needs can be met.

3.2 At Bullers Wood we believe the following to be fundamental principles:

- All teachers are teachers of students with special educational needs and disabilities (SEND) and follow the principles of differentiated teaching. The SEND Code of Practice makes it clear that meeting the needs of students with SEND is a matter for the school as a whole and not the sole responsibility of the SENDCO.
- All students should have access to a broad and balanced curriculum which is appropriate to the individual's needs and ability.
- Students with SEND should make progress at least in line with expectations.

- Students are identified as requiring SEND provision as early as possible; close liaison with the primary schools is crucial.
- Students with SEND are included in all school activities as far as possible.
- Parents of students with SEND are kept fully informed of their child's progress and attainment
- Students with SEND are involved, wherever possible, in decisions affecting their provision

4. Definition of SEND

4.1. Students have special educational needs if they have a difficulty which calls for an educational provision to be made for them which is additional to or otherwise different from that ordinarily provided.

4.2. Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age or
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are of compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

4.3. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5. The School's SEND Information Report

5.1 The school's SEND Information Report is updated every October and should be read in conjunction with this policy. The SEND Information Report outlines the school's provision for students with SEND and how the school will implement this policy.

6. The SEND Department

6.1 The SEND Department is committed to promoting:

- Equal access to a balanced and appropriate curriculum for students with SEND.
- A caring and supportive environment where all students are encouraged to reach their potential and share their concerns.
- The SENDCO utilises a practical and problem solving with students and their families.

6.2 The main functions of the SEND Department are:

- To identify at an early stage those students with SEND.
- To assist and advise departments in the teaching of those students through a whole school approach.
- To work with teaching staff to ensure that students make better than expected progress.
- To monitor the progress of those students with SEND throughout their secondary education and to liaise with parents, outside agencies and the LA where necessary.
- To identify at an early stage those students with low literacy and numeracy skills, social, emotional and mental health needs, social and communication issues and speech and language needs. This may require referring a student to another agency such as Bromley Wellbeing.
- To provide strategies for development either through interventions, in-class support or teacher liaison with other departments.
- To ensure that students who meet the criteria for exam arrangements have the concessions that they are entitled to and that the JCQ regulations are rigorously adhered to.

6.3 The SEND team are:

Special Educational Needs Co-ordinator (SENDCO): Ms Y Salih
SEND Specialist Teacher
SEND Administrator
Access Arrangements Coordinator
LSAs who support students in lessons and interventions

SEN Appointed Governor: Mr P Selby (Chair) / Mrs J Robinson (Vice Chair)

7. Graduated response

7.1 The school adopts a 'Graduated Response' to meeting special educational needs that requires the initial use of classroom, Higher Quality Teaching and school resources before commissioning specialist expertise. This approach is in line with the SEND Code of Practice (2015). The SEND Information Report contains detailed information about how the school follows the Graduated Approach.

8. Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole.

8.1. Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work. They keep the Governing Board fully informed. At the same time, the Headteacher works closely with the members of staff responsible for SEND.

8.2. The Deputy Head Teacher

A Deputy Head Teacher oversees the roles of the SENDCO and Learning Support Assistants; the SENDCO and the Deputy Head Teacher with responsibility for SEND meet weekly to discuss Department business in general but with a focus on students.

8.3. The SENDCO

The SENDCO has the responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for students with SEND ensuring that information runs smoothly between the Department and the rest of the school. The SENDCO line-manages the LSAs, Access Arrangements Coordinator and SEND Specialist teacher. The SENDCO has overall responsibility for Access Arrangements and works in partnership with the Access Arrangements Coordinator, The Examinations Officer and teaching staff.

8.4. Teachers and non-teaching staff

Teachers and non-teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

8.5. Governors.

The Governing Board, in co-operation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. A SEND Governor has been appointed – Mr P Selby (Chair) / Mrs J Robinson (Vice Chair).

9. Storing and managing information

9.1. Documents are stored in line with school practice and with due regard for confidentiality.

10. Reviewing the policy

10. 1. The SEND policy will be evaluated and updated every three years by the Governing Board, the Head teacher and the SENDCO. The SEN Information Report is reviewed annually.

11. Accessibility

11.1 Statutory Responsibilities: The DDA as amended by the SEN and Disability Act 2001, and superseded by the Equality Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

11.2 Bullers Wood is a challenging site for the physically disabled but ramps and appropriate toilet facilities are available. Some modifications were made following audits. It is the school's policy that students with a disability should have the same access rights to the curriculum offered as any other student in the school and shall not be treated less favourably

11.2. Bullers Wood School's Disability Equality Scheme and Accessibility Plan 2015-2018 is in the school's Equality Policy.

12. Dealing with complaints/Complaints Procedure

12.1 Please see the school's Complaints Procedure for more information.