



Brentwood School

SENIOR SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy details how Brentwood School will do its utmost to ensure that the necessary provision is made for any pupils who have special educational needs and disabilities. The Learning Development Department will communicate these needs to all who are likely to teach or be in contact with these pupils. The school is committed to a policy of inclusion, equal opportunity and, where reasonable, following best practice as outlined in the statutory guidelines on special education needs and disabilities, in particular the SEND (0 – 25 years) Code of Practice 2014 (SEND Code 2015) and the Children and Families Act 2014.

All pupils have a right to be able to access and gain fully from the curriculum. In certain cases, for this to be possible, pupils may need a greater degree of differentiation and support to realise their potential. The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range. Brentwood School sees the provision for special educational needs and disabilities as a whole school responsibility, working in conjunction with the Learning Development Department, where the level of support offered by the department will try to reflect the diverse needs of the pupils on its register.

The Head of Learning Development and Special Education Needs and Disabilities Coordinator, Mrs Kathryn Gorsuch, is the point of contact for Special Education Needs and Disabilities in the School. The SENDCO reports to the Deputy Head (Pastoral), Mrs Nicola Jenkin, and confers with the Deputy Head (Academic), Mr Jeremy Quartermain. The overall responsibility for Special Education Needs and Disabilities is with the Headmaster.

This policy should be read in conjunction with the School's policies on:

- ACCESSIBILITY
- ADMISSIONS
- ANTI-BULLYING
- CURRICULUM
- TEACHING AND LEARNING
- BEHAVIOUR MANAGEMENT
- ACADEMIC ENRICHMENT POLICY

Definitions of pupils with Learning Difficulties and/or Disabilities

Children have a learning difficulty if:-

- They have a greater difficulty in learning than the majority of pupils of the same age or
- They have a disability (a physical, social or mental impairment) which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Pupils 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.

Special Educational Provision

Special Education provision means provision which is a reasonable adjustment and additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the School's usual differentiated curriculum and strategies.

Aims and Objectives

- To ensure that all pupils have access to a full curriculum that is suitably differentiated to meet and support their individual needs;
- To communicate, confer and work with all staff to enable them to take responsibility and provide suitable support for pupils with special educational needs or disabilities;
- To ensure that discipline and other procedures (e.g. school trips) take account of pupils' learning difficulties and disabilities;
- To facilitate early identification, assessment, provision, recording and monitoring for those with special needs;
- To consult with parents and notify them of any assessments or support arranged for their child and provide regular opportunities for them to participate actively in reviews of their child's progress and provision;
- To seek further advice from external agencies such as medical practitioners or psychologists when the need arises;
- To encourage and involve the pupil in decision-making and planning on the form of support they require and facilitate their development as independent learners with high self-esteem through regular reviews;
- To make the required access arrangements for pupils with the Examination Officer and arrange for further assessments or documentation if necessary;
- To maintain an "open door" approach to pupils so they can consult about their learning difficulties directly;
- To promote on-going professional development on special educational needs for academic and pastoral staff;
- To follow the SEND (0 – 25 years) Code of Practice 2014 (SEND Code 2015) and make reasonable adjustment for those with special needs and disabilities.

The Role of the Head of Learning Development (the Special Education Needs and Disabilities Coordinator):

- Overseeing the day-to-day operation of the School's SEND policy in compliance with the SEND Code of Practice;
- Liaising with and advising all members of the school community as appropriate;
- Managing the Learning Development Department and the team of teachers and assistants;
- Working closely with the extended pastoral team to ensure a cohesive SEND provision;
- Coordinating provision for pupils with special educational needs;
- Overseeing the records of all pupils with special educational needs and ensuring confidentiality;
- Consulting with pupils over the structure and nature of their support;
- Liaising with parents of pupils with special educational needs;
- Contributing to the training of staff on special needs;
- Liaising with external agencies including psychologists, psychiatrists and hospitals;
- Working with the Examination Officer to provide documentation and recommendations for suitable access arrangements;
- Collaboration with Heads of Departments, including the Head of Academic Enrichment and the Head of English as an Additional Language.

Admissions and Entrance Examination

The Brentwood School admission procedure records any known particular need or disability of the pupil on entry.

The Learning Development Department organises and conducts an examination session where pupils with special needs can be given every consideration to perform to their best. In some cases this may involve extra-time, a reader, scribe or the use of a laptop or equivalent.

The Head of Learning Development (SENDCO) will attend meetings to discuss the entry of pupils with Special Needs and will liaise with the primary school SENDCO and may visit the primary school.

Parents are encouraged to speak to the Learning Development Department prior to their child's entry to the School concerning any special need, regardless of the point of entry.

Those pupils who have already had their specific learning difficulties or special needs detected at primary school are placed directly on the Learning Development Special Educational Needs and Disabilities Register and a "Learning Development One Plan" (Individual Education Plan (IEP) equivalent) is written and distributed.

The Stages of Provision

The School is committed to early identification, assessment and assistance of learning difficulties and special educational needs. All staff are involved in this process and the Learning Development Department is available for advice, materials and in-class support. The Department reflects the whole school policy of developing the individual pupil's

learning skills, raising their attainment, ensuring expectations of all pupils are high and catering to any special need.

The provision is seen in three parts:

- Quality classroom teaching for all pupils, taking account of individual need.
- Additional intervention as required;
- Highly tailored intervention accessing specialised support.

Assessment

All pupils are screened for the likelihood of specific learning difficulties shortly after entry. However, we do not undertake to diagnose dyslexia or other specific conditions. A formal assessment can be arranged either by the parents or by the School, at the parents' expense, or parents can arrange for a formal assessment. There always will be pupils whose specific problems become more identifiable at the various academic stress points such as entering secondary school and examinations. Thus, when pupils do not make adequate progress or give cause for concern, further assessment is put in place; subject teachers plan specific interventions, strategies or catch-up sessions and inform the parents, Form Tutor and Head of Year. If the subject teacher remains concerned, they record the outcome of these measures to date and refer to the Learning Development Department for further support.

Referral Process

When a teacher or parent believes a child may have a specific learning difficulty, a referral is made to The Learning Development Department, data is collected and an initial assessment of the pupil made. The Learning Development Department then contacts the Head of Year outlining recommendations which are also shared with the Form Tutor and subject teachers. Working with teachers, the pupil and parents, appropriate intervention strategies are put in place, depending on the level of need. If specific LD intervention is appropriate, a "Learning Development One Plan" will be put in place, with the support of external agencies, should this be necessary to best support the pupil.

Summary of process

1. Assess – a clear analysis of the pupil's needs;
2. Plan – parents are notified and agreement reached on the adjustments, interventions and support as well as the impact on progress, outcomes sought and date for review;
3. Do – the class teacher will remain responsible for working with the child on a daily basis, supported by the SENDCO;
4. Review – impact and quality of the support and interventions.

There is no extra charge for Learning Development classes. However, there may be circumstances where a charge will apply to additional tutoring which goes beyond what would be considered a reasonable adjustment for pupils on the SEND register.

Examples of specific strategies taught or disseminated:

- Recommendation for classroom instruction;

- Phonological awareness;
- Individualised spelling programmes;
- Oral and written language skills;
- Organisation, active reading/listening and study skills;
- Remedial mathematics;
- Social/behavioural skills;
- Use of software for Specific Learning Difficulties.

Additional provision

For pupils requiring extra support, the Department offers the following:-

- Academic writing classes;
- Study skills classes;
- Spelling programmes;
- Lunchtime 'Open Door' access to a Learning Development teacher;
- Homework Club;
- In-class support when required by the class teacher for a specific pupil;
- Some specialist subject specific one to one / small group support (blocks of support are given);
- Language Development classes, which offer supplementary English and French assistance, are taken in place of a second Modern Language by selected Second and Third Years;
- Handwriting Clinic.

Medical Conditions

Brentwood School endeavours to give every support possible to pupils with serious, ongoing medical conditions and keeps its facilities and provision under review. All reasonable steps are taken to prevent these pupils from being placed at a disadvantage. Regular planning and review meetings are scheduled with parents, the pupil, the pastoral team, including the SAN, and Learning Development Department.

Mental Health

Brentwood School provides a caring environment where mental wellbeing is of the highest importance. Any issues which may affect this, such as bullying and discrimination, are not tolerated. All members of teaching staff will refer any potential mental health concerns to the pastoral team, including Learning Development. The SENDCO, with the pastoral team, will put in place any reasonable advice given by the relevant medical consultant or therapist to support the pupil in school and advise teachers on being sensitive to the needs of students with social, emotional and/or mental health difficulties. Parents are asked to keep the School closely informed on the progress of a child with mental health issues.

Adjustment for Special Educational Needs

The school is committed to improving access for pupils with special need. However, we do recognise that there may be instances where alternative educational provision is in the best educational interest of the child.

The Accessibility Plan is available on the school website. Where a pupil has a statement/Education and Health Care Plan (EHC), the School will provide, and implement effectively, education which fulfils its requirements.

Registers

The Learning Development is responsible for keeping the Learning Development Register and Learning Development One Plans (IEPs) up to date. The information is available centrally and securely for all teaching staff. All staff are required to be fully aware of the needs of each individual pupil and the strategies as outlined in the Individual Education Plans of pupils they teach or who are otherwise in their care. The Learning Development Department keeps the register up to date.

Individual Education Plans

All pupils on the register have Learning Development One Plans. These plans are drawn up by the Learning Development Department following the needs of the pupils and, where relevant, using guidelines from the particular Educational Psychologist or other external advisor. The pupils and parents involved are fully consulted throughout the process and parents are involved in the process at regular intervals. Reviews of the pupils are held bi-annually and any amendments to the Learning Development One Plans circulated.

Monitoring of the SEND students

Subject Teachers must ensure that pupils with Special Educational Needs and Disabilities have clear academic and developmental targets as well as appropriate interventions and that lessons are planned with regard to any special needs. They are supported in this by their Head of Department and the LD team. Concerns about individual pupils' difficulties are communicated with the SENDCO as early as possible.

Form Tutors, who liaise with subject teachers to monitor the pupil's target and provision, are central to the implementation and monitoring of the Learning Development One Plan. They also work closely with the LD Department to make sure that the pupil is fully supported in all aspects of their school life. The Form Tutor should communicate regularly with the LD Department on the progress of the pupil involved.

The Head of Learning Development attends Tutor Year Group meetings half termly and in addition has regular consultations with members of the teaching staff and the Senior Management Team about pupils on the register.

Heads of Year are responsible for ensuring their tutors monitor the Learning Development One Plan.

Heads of Department are responsible for the quality of teaching and learning in their subject and also to have an overview of the differentiation taking place to meet the individual needs of pupils and support those with long term special educational needs and disability.

Partnership with Parents

Brentwood School regards the partnership with parents of paramount importance in the education of the pupils and even more so when there are special needs.

The Learning Development Department is represented at all parent evenings and consultation days. Parents receive copies of Learning Development One Plans and information on support sessions. The Department encourages parents to make appointments to discuss any provision, Learning Development One Plans or concerns. The Head of Learning Development will undertake or be part of all necessary discussions with parents concerning referrals to Educational Psychologists or other specialists and external agencies.

It is the responsibility of parents to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education;
- Have knowledge of their child's entitlement within the SEND framework;
- Have input into the decision-making process about how their child is educated;
- Access information, advice and support during assessment and any related decision making processes about SEND provision;
- Follow Learning Development One Plan advice.

It is the responsibility of pupils to:

- Be actively involved in their own learning;
- Follow the Learning Development One Plan advice.

Relationships with Outside Agencies

The School has a link with an educational psychologist who visits the School on a regular basis. In addition, the School has contacts with medical consultants, occupational therapists, speech and language therapists, physiotherapists and optometrists. The Learning Development Department works together with the Sanatorium in providing support for pupils with medical needs.

For pupils with a Statement/EHC Plan, we work closely with the local authority and other involved external agencies to meet the needs of the pupil involved

Access to the curriculum

Some pupils with Specific Learning difficulties may, in consultation with parents and teachers, be exempt from doing a Modern Foreign Language for (I)GCSE. However, this is an exception.

English as an Additional Language

Pupils who have English as an Additional Language are provided with language classes and examinations under the direction of the Head of EAL and the EAL Department.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about

an individual, all aspects of the pupil's performance in different subjects will be looked at to establish whether the problems are due to limitations in their command of the language or arise from special educational needs.

The entry procedure for non-native speakers who are applying to the school is firstly to take the EAL Entry Test. If pupils are then offered a place to study, they also sit an EAL Placement Test on arrival. This allows the EAL teaching staff to get an updated impression of their language ability and also provides an important first point of contact between the staff and pupils.

Lessons are allocated to each year group and pupils are either taught in small groups or individually, depending on both need and availability. Further support sessions are offered by staff during lunch times and after school. Parents may occasionally request private tutorials from a specialist, over and above the School's normal provision, for which a charge is made.

Good communication with pupils, teachers and parents is maintained in several ways. Firstly, individual education plans (IEPs) are written for each EAL pupil during the academic year outlining their current level of linguistic ability as well as strategies for both pupils and subject teachers to employ in order to improve overall language development and academic performance. Subject teachers refer to IEPs for any EAL pupils they teach. The IEPs are also sent to parents and guardians. The EAL Department also liaises closely with the Examinations Office, particularly with regard to establishing which EAL pupils are entitled to extra time in public examinations for the use of bilingual dictionaries.

Assessment and Audit of Provision

The Head of Learning Development meets regularly with the Deputy Head (Pastoral) and liaises closely with the Director of Teaching and Learning ~~other members of the Senior Management Team~~ to discuss appropriate teaching and learning strategies for SEND pupils ~~issues and~~ their welfare and progress.

For record-keeping and provision-tracking, a log is kept of all support by the department.

The Learning Development Department collects and analyses data about pupils with special educational needs and disabilities in respect of:

- Rewards, sanctions and incidents;
- Attendance;
- Participation in co-curricular activities;
- Assessments, reports and examinations;
- Value added.

Staff Training

The school places great value on staff being kept fully informed of recent and applicable teaching practice for disabilities, specific learning difficulties and emotional behavioural difficulties and insets are held regularly. At the beginning of the academic year, staff are briefed by the Head of the Learning Development Department on 'Specific Learning Difficulties & Disabilities' and on the School's SEND Policy. The Head of EAL also addresses the staff on assisting pupils with English as an

Additional Language.

Concerns and Complaints

It is hoped that any difficulty can be sensitively and efficiently handled at an early stage. However, if parents do not believe that their concerns have been dealt with to their satisfaction the Complaints Procedure, which is available on the School website, explains how to pursue the matter further. In the case of complaints, the department will endeavour to give a prompt response and conduct a case review with the relevant teachers. Subsequently, the pupils themselves with special needs will be listened to proactively and their views on what sort of assistance they would like to help them make the most of their education will be taken into account.

