



## Blanche Nevile School

# Special Educational Needs & Disabilities (SEND) Policy

Author:	Adapted from The Key Model Policy by Head Teacher & SLT Leadership Team
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## **Aims and Objectives**

Blanche Nevile School is a specialist school providing early intervention and on-going education to deaf children. A significant number of children attending our school have Additional Educational Needs (AEN).

The terminology of AEN and SEN are now often used interchangeably. As statutory roles (SENCo) and documents (the SEN Information Report) still use 'SEN', that will continue to be used in this policy.

We will:

- Use our best endeavours to meet the additional educational needs of every child
- Help each child to attain their maximum potential within all areas of development
- Build on the strengths and support the needs of each individual child
- Provide a rich, stimulating, happy, secure, safe, healthy and clean environment
- Develop and work with each pupil's preferred mode of communication
- Set high expectations for all pupils and all staff
- Encourage independence
- Be challenging and supportive
- Work in true partnership with parents/carers
- Make arrangements to support pupils with medical conditions.

## **Legislation and guidance**

This 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 pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

## **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## **Identification and Review of Pupils' Additional Needs**

- All children are assessed as part of their admission to Blanche Nevile, and are given baseline assessments on entry. In most cases this should identify any additional needs. When necessary, additional funding will be requested from the funding authority as part of the admissions process, or at subsequent annual reviews

- Teachers continually assess the pupils' educational needs and identify areas where additional input is required
- The advice of the funding authority's Educational Psychologist is sought for specific assessments related to formal assessment, advice on learning styles and behaviour support issues
- Education, Health and Care Plans (EHCP) are reviewed on or before the anniversary of the EHCP date
- The school follows procedures for reviewing pupils as laid down in the SEND Code of Practice
- Assessment Places are offered to pupils who do not have an EHCP because they may be new to the country or their specific needs have not been identified.

### **Disability**

Under the Equality Act 2010, people are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **The four areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cross more than one area, and their needs may change over time.

Provision will be planned, and interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>

<p>Social, Emotional and Mental Health (SEMH)</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory need such as vision impairment (VI), deafness or multi-sensory impairment (MSI)</li> <li>• A physical disability.</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Responsibilities

As a Special School, Blanche Nevile School does not have a named SENCo. Instead, the responsibilities of the SENCo are held within the Headteacher's role.

They will:

- Work with the governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide and source professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils receive appropriate support and high-quality teaching
- Advise on providing SEN support and adapted teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and those of our out of borough pupils, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development (CPD).

- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With teaching staff, identify any patterns in the school's SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### **The Governing Board**

**The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:**

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEN gets the support they need
- Make sure that pupils with SEN engage in the activities of the school alongside pupils who don't have SEN
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEN
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEN
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that qualified teachers undertake the roles normally carried out by a SENCO and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEN
- Make sure that all pupils from year 7 until year 13 are provided with independent careers advice.

### **The SEND link governor/governance committee**

**As a special school, where all pupils have additional needs, it would not be appropriate to have one Governor responsible for the entirety of the school's SEND provision. Instead, the Safeguarding Committee holds responsibility for maintaining the SEND link role through oversight of policies and provision.**

They will:

- Help to raise awareness of SEND issues at full governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the full governing board on this
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

**The Headteacher will:**

- Work with the Safeguarding Committee to determine the strategic development of the SEND policy and provision within the school
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils
- Monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for CPD
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

### **Class/Subject teachers**

#### **Each class teacher is responsible for:**

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with staff to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent/carer, the pupil and the school
  - Listen to the parents/carers' concerns and agree their aspirations for the pupil.

### **Parents/Carers**

- Parents/carers should inform the school if they have any concerns about their child's progress or development.
- Parents/carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
  - Invited to meetings to review the provision that is in place for their child
  - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
  - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
  - Given reports on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **The Pupil**

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
  - Explaining what their strengths and difficulties are
  - Contributing to setting targets or outcomes
  - Attending review meetings
  - Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **Annual Reviews**

Annual Reviews of Education Health and Care plans are conducted according to the principles of the SEND Code of Practice (2014).

Reviews take place throughout each academic year. Year 11 reviews are early in the school year to facilitate post16 planning and transfer.

## **Provision for pupils with Additional Educational needs**

We offer a broad, balanced and relevant curriculum based on the Early Years Foundation Stage Guidance and the National Curriculum - this is adapted to meet the needs of individual pupils.

Where pupils are working significantly below age related expectations (ARE) a semi-formal curriculum is followed, with a focus on teaching to knowledge and skills gaps, readiness to learn and life skills.

We review our practice regularly to ensure that:

- Careful consideration is given to the groupings of pupils in class to support the learning and interaction of pupils
- The number of pupils in classes is carefully monitored to meet the needs of the children
- Staffing ratios are carefully considered, to maximise children's learning opportunities
- A consistent approach to teaching and learning, classroom layout and visual resources is used across the classes to ensure the children make progress during their journey through the school and to reduce anxiety at times of transition
- Staff work closely with the Speech and Language Therapy Team to ensure that communication programmes are put in place for all pupils with additional educational needs with reference to their EHCPs
- Risk assessments are in place for pupils with challenging behaviour. These will be reviewed regularly and shared with parents/carers
- Teachers, communication support workers, learning support staff and therapists work co-operatively together.
- We work collaboratively with external agencies including:
  - The Disabled Children's Teams (DCT) from funding authorities
  - Deaf CAMHS
  - Other schools for Deaf children
  - Local Authority Teachers of the Deaf or Sensory Support Services
  - Educational psychologists
  - Occupational therapists, speech and language therapists or physiotherapists
  - General practitioners or paediatricians
  - School nurses
  - Education welfare officers
  - Social services

## **Links with Our Partner Schools**

Inclusive links with our partner schools are well developed at primary and secondary sites.

Blanche Nevile School for deaf children and Highgate Primary School share the same school site and work in close partnership at all levels. Our children belong to both a Blanche Nevile class and a Highgate Primary class and have many opportunities to work and play alongside hearing children. Assemblies, playtimes and lunchtimes are inclusive and staff from both schools are committed to supporting good quality inclusion in the classroom and beyond.

Blanche Nevile School Secondary Department is housed in a purpose-built provision on the site of Fortismere Secondary School. As with the primary pupils, they follow child-centred inclusion programmes and both schools work in close partnership to ensure inclusion opportunities are maximised and developed. Our secondary pupils have many opportunities to learn and play alongside their hearing peers. Break and lunchtimes, extra-curricular activities and PE are inclusive and staff from both schools are committed to supporting high quality inclusion in the classroom and beyond. Some of our secondary pupils can attend the majority of their lessons in our partner school whilst at the same time receiving individualised support from our qualified Teachers of the Deaf and support staff

Staff from all schools share expertise, knowledge and practice and have opportunities for joint training and work together to continually improve a fully inclusive school community.

### **SEND Information Report**

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **Complaints about provision**

Where parents/carers have concerns about our school's provision, they should first raise their concerns informally with the class teacher (Primary) or Form Tutor (Secondary). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances. This right also applies to the pupil themselves.

### **Relationship to Other Policies**

This policy links in with many of the school's other policies, including but not exclusive to:

- Admissions Policy
- Assessment Policy
- Behaviour Policy
- BSL Policy
- Careers Policy
- Charging & Remissions Policy
- Equality & Accessibility Policy – and Accessibility Plan
- Health and Safety Policy
- Homework Policy
- Language and Communication Policy
- Relationships and Sex Education Policies (Primary and Secondary)
- School Visits Policy
- Teaching and Learning Policy

*NB: This policy replaces the 'Additional Educational Needs Policy'.*