



SEND Policy October 2019

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1. AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- Cater for and fulfil the needs of students throughout the ability range who experience learning difficulty in any form regardless of; disability, race, religion or belief, gender, sexual orientation, gender re-assignment, pregnancy or maternity.
- Identify, assess and monitor the progress of students with additional educational needs.
- Have knowledge and awareness of the overall development of each student; intellectual, physical, social, emotional and behavioural.
- Ensure access to appropriate learning experiences in a broad range of curriculum areas through the use of differing means and strategies.
- Be student-centred in our approach to learning and to take an holistic approach to education that places equal emphasis on emotional and behavioural progress as well as academic progress.
- Realise potential, maximise strengths and minimize weaknesses and to provide support and encouragement in a caring atmosphere.
- Return students back into a wider world of education who:
 - Are able to express themselves with confidence in the spoken and written word,
 - Have the mathematical skills necessary for everyday life,
 - Are better adjusted, more socially competent and better able to make a positive contribution to society.

Brent River College is a specialist facility for students experiencing social, emotional and associated behavioural difficulties. All students are provided with individual education plan as a result. Students attending are permanently excluded, however, the Primary Unit also accommodates students on a respite programme due to their complex needs around social, emotional and behavioural issues.

Our curriculum provides a broad and balanced programme, aimed at meeting the needs of all students, whatever the issue they struggle with or their abilities. Our behaviour management programmes are therefore integral to the work of the classrooms and our social activities. Quality teaching and high quality learning for all is the centre of everything we do.

BRC is committed to reducing and removing all barriers to learning so that our students are able to flourish and gain the skills and qualifications to become lifelong learners. Inclusion is therefore at the very heart of our special educational provision. We are aware of our responsibilities with regard to SEND Code of Practice 0 - 25 (January 2015) and the Equality Act 2010.

We achieve the best outcomes for students with SEN and disabilities by:

- Induction process
- Individualised educational support plans

- Termly Target Setting
- Differentiated teaching and learning strategies
- Literacy and Numeracy sessions at KS3
- Reading
- Whole school tutorial system
- Individual student progress reviews – completed termly
- Functional English and Maths courses at GCSE
- ECDL – ICT qualification at GCSE
- In school interventions programme
- Multi-agency approach for complex needs

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (June 2014) 3.65 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act – subsequent updates and DfE advice for schools, February 2013
- GDPR (May 2018)
- Safeguarding Policy
- Schools SEND Information Report Regulations (2016)
- SEND Code of Practice 0 - 25 (January 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- New Ofsted Framework May 2019

3. DEFINITIONS

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated teaching and all relevant and purposeful interventions and strategies being in place.

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- Multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment;
- Severe learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEND.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance for parents on managing pupils' mental health and behaviour difficulties in schools. There is a link to this document on the website.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may have been caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Pre-admission initial meetings take place to identify individual needs. Health care plans are in place when required. ESPs (Educational Support Plans), 1PP's (One Page Profiles) and Case Studies are in place for all pupils. Adaptions are made, where necessary to ensure that our facilities are safe and welcoming to all students with SEND, such as lighting, noise, adapted chairs and equipment.

All SEND students are encouraged to participate in educational visits, work placements and enrichment activities. Any potential barriers because of disability or impairment are addressed, removed and reasonable adjustments are made.

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- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated teaching and all relevant and purposeful interventions and strategies being in place.

4. ROLES AND RESPONSIBILITIES

4.1 The SENCO

The Special Educational Needs Co-ordinators (SENCO's) are: Zena Jones (KS1/2), Andy Connick (KS3) and Carlington Clare (KS4)

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Quality assure EHCP referrals and Educational Support Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Lead and develop staff training
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Support Head of Centres in working with external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN Management Committee Member

The SEN Management Committee Member will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- **Have overall responsibility for the provision and progress of learners with SEN and/or a disability**

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Planning and implementing strategies that ensure differentiation, challenge and independence for each student and groups of students (if appropriate)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review identified student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.4 BRC Multi-Agency Team: brief role descriptions

Social Worker

- Support families to promote the safety and well-being of their children and young people
- Respond to children and families in need of support and help
- Affect positive change and promote good outcomes for children and young people

Educational Psychologists

- Help clarify and identify young people's needs
- Work with others to create conditions for change
- Work with schools to help staff understand young people better
- Offer advice and training to school staff to further support student needs

Youth Workers

- Engage with young people and families through positive activities, in and outside school, during and after school, including school holidays
- Deliver exciting, fun, multi-media & creative arts projects
- Consultation and participation skills development programmes

Connexions Workers

- Support young people and families to prepare for leaving school
- Provide long-term support and follow-up after the age of 16

Drama Therapist

- Support children and young people to express, make sense of and manage their feelings and emotions through art, music and drama
- Stimulate and facilitate creativity, imagination and curiosity to support educational engagement and well being
- Help children and young people to understand links between thinking, feeling and behaviour
- Include parents/carers in the process to increase their understanding of their child and support parenting.

Educational Welfare Officer

- Ensure fairness around exclusions and to advocate for parents/careers
- Support young people to access education regularly and on time
- Assist the school in helping them find ways to achieve good attendance levels

Children Schools & Families Safer Schools Officer

- To be the visible and familiar contact within the school as well as the main point of contact between school, parents/carers and police
- Provide initial response and facilitate crime enquiries and initial investigation of appropriate crime reports relating to school and/or students
- Provide advice and information regarding crime to students, staff and governors

School Nurse

- To help support children and young people with their health needs so that they can access education and achieve their best outcomes.
- Care planning for children with chronic and complex health needs
- Training of school staff for children's medical conditions and emergency treatment in the school setting (for example, care of diabetes, epilepsy and anaphylaxis).
- Provide health advice and information to young people, families and school (for example, advice on contraception, sexual health, stopping smoking, immunizations, health checks and other health services, healthy eating, emotional wellbeing and supporting the curriculum.

4.5 Whole School Approach

Teaching students with SEN is a whole-school responsibility and SEN support arises through the graduated approach. The core of the teachers' work involves a continuous cycle of assessing, planning, teaching, and reviewing, taking into account the differences in students' abilities, talents, and interests.

All staff members attend weekly school training to ensure that their practice is continuously being developed so that they are up to date with the best ways of supporting students with SEN.

4.6 Parents/carers and staff working together

The school recognises that parents/carers have a unique overview of the child's needs and how best to support them. We make a strong commitment to work in partnership with parents, spending time listening to parents' concerns, needs and post 16 aspirations. We invite parents/carers to discuss the child's progress with their tutor every term during our Target Setting days. We will also ask parents/carers to fill out questionnaires about the progress the child has made and to recognise positive changes. Parents/carers receive daily telephone calls home with positive feedback and important information that needs to be shared.

4.7 Students with an Education and Health Care Plan

We invite professionals and parents/carers to their child's Annual Review meetings. In the review we all work together to discuss what outcomes have been achieved, how well their needs have been met and set goals to further support the students and their families. All students have had their Statements converted to Education and Health Care Plans (EHCPs).

4.8 Support from other professionals

BRC recognises the important contribution that other specialists make in assisting to support your child's learning and well-being. Working together for the benefit of our students we may ask colleagues from the following support services to provide more specialist interventions. The specialist may be asked to provide further assessments and advice, and possibly work directly with the students.

5. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

5.1 Brent Local Offer

BRC's SEN Information Report, i.e. what we offer as a school, is published on our school website <http://www.brentrivercollege.london/>

BRC works closely with Brent Local Authority to review the provision that is available locally and also in the development of the Local Offer. We collaborate with other local education providers to explore how different needs can be met most effectively.

BRC considers the SEN Policy document to be of great importance and in conjunction with the governing body undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform BRC's Improvement Plan.

Our SEN Policy promotes BRC's vision of excellence and inclusion.

Please contact us if you require any further information.