



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 SEN and Disability Code of Practice: 0 to 25 years 2015 (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 Anna Hope, 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 Jonathan Barfield Moore. 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
- SAFEGUARDING
- ACADEMIC ENRICHMENT

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, an education which fulfils its requirements.

Definitions of pupils with Learning Difficulties and/or Disabilities

The SEND Code of Practice (2015), defines a learning difficulty as:

- 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.

Mental Health

Brentwood School provides a caring environment where mental wellbeing is of the highest importance. 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 and responding appropriately 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. The Learning Development Department operates an 'open door' policy to provide a safe, secure environment for those students having emotional difficulties.

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.

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 facilitate early identification, assessment, provision, recording and monitoring for those with special needs and disabilities;
- To set high expectations for students with special educational needs and disabilities;
- To promote the inclusion of students with special needs and disabilities within the full curriculum;
- To support and collaborate with parents/carers of students with special educational needs and disabilities;
- To support and collaborate with teaching staff and pastoral staff in regards to supporting students with special educational needs and disabilities
- To take account of students' views in order to increase self-esteem and promote their development as independent learners;

- To maintain an “open door” approach so that students can consult about their learning difficulties directly;
- To take account of advice from external agencies;
- To ensure that appropriate exam access arrangements are made in cooperation with the Examinations Officer;
- To follow the SEND Code of Practice (0–25 years) (Department for Education, 2015) and make reasonable adjustment for those with special needs and disabilities.
- To promote on-going professional development on special educational needs for academic and pastoral staff;
- To ensure that discipline and other procedures (e.g. school trips) take account of pupils’ learning difficulties 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;
- Working closely with the pastoral teams to ensure a cohesive SEND provision;
- Coordinating additional provision for pupils with special educational needs, including Learning Development Plans (LDPs) for all pupils with an identified need;
- Overseeing the records of pupils with special educational needs to ensure 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 and Director of IB to provide documentation and recommendations for suitable examination access arrangements;
- Collaboration with Heads of Departments, and other key staff.

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 reasonable adjustments are made to ensure that pupils with special needs can perform to their best. In some cases this may involve extra-time, the use of a laptop or equivalent.

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.

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

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 Plan (formerly known as an IEP) 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, including those with social, emotional and mental health difficulties. 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.

Special educational provision is carried out at three levels:

- Wave 1: High Quality Teaching (HQT). The subject teacher has responsibility for the delivery of his/her subject and the progress of the pupil. The Learning Development Department works with the class teacher to create individualised classroom and/or homework strategies
- Wave 2: Targeted additional interventions, depending on the pupil's need
- Wave 3: Specialist additional and highly personalised interventions

All teachers strive to provide high quality, differentiated teaching and are responsible for the progress and development of the pupils in their class.

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.

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.

Referral Process

When a referral is made to the Learning Development Department, data is collected and an initial assessment of the pupil made. A referral can be made by any member of staff, a parent or the student themselves, however views will be sought from all parties before an assessment takes place. The parents are contacted and kept informed at each stage of the referral process. Reasons for a referral might include, but are not limited to: a pupil appearing to have difficulties or challenges in lesson tasks or with homework assignments, in particular subjects or in a number of subjects; challenges with organisation, written communication, processing, speed of reading; an uneven score profile in Midyis or ALIS computer-based diagnostic testing.

The outcome of each referral is communicated in a Learning Development email to the Head of Year, form tutor, teaching staff and pastoral staff when relevant. If a persistent need is identified and requires ongoing support or further external assessment, a Learning Development Plan (LDP) will be written and the pupil will be entered on the School's Learning Development Department register.

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 teachers will remain responsible for working with the child on a daily basis, supported by the SENDCo. Any agreed additional provision will be put in place;
4. Review – evaluate the impact and quality of the support and interventions.

Assess

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. The school will only accept private reports if the assessor is known to the school and a copy of their qualifications are made available to the Learning Development Department.

There will always be pupils whose specific problems (academic, emotional, social or other concerns) 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, 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 assessment and support.

Plan

When a form of assessment has identified that a young person has a special educational need, a planning meeting is held and chaired by a member of the Learning Development Department. The parents, student, form tutor or head of year and any relevant external professions are invited to attend or provide a report so that the meeting is a thorough, collaborative, child centred approach. The purpose of this meeting is to collectively decide on what adjustments need to be made within the classroom and what, if any, additional provision needs to be made.

For pupils requiring extra support in addition to high quality teaching, the Department offers the following:

- Academic writing classes;
- Study skills classes;
- Spelling programmes;
- Reading 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;
- Language Development classes, which offer supplementary English and French assistance, taken in place of a second Modern Language by selected Second and Third Years;
- Handwriting Clinic;

- Support with social, emotional strategies;
- Access to some assistive technology.

As a result of the planning meeting, personalised outcomes and support for the student are agreed and a member of staff transfers these onto on LDP.

Registers

The Learning Development Department is responsible for keeping the Learning Development Register and LDPs 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 Learning Development Plan of pupils they teach or who are otherwise in their care.

Learning Development Plans (LDP)

All pupils on the register have LDPs. The LDP is drawn up by the Learning Development Department in relation to the needs of the pupils as identified during the assessment and planning stages. The pupils and parents involved are fully consulted throughout the process and parents are involved in the process at regular intervals. This document provides: an overview of the student's difficulties; agreed outcomes; recommendations for high quality teaching and record any additional support being provided to the student. The year group team, teaching staff and relevant pastoral staff are notified when a new LDP is created. Staff are expected to consult and act upon the LDP. Reviews of the pupils are held bi-annually and any amendments to the LDP circulated.

Do

Monitoring of the LDP

Subject Teachers must ensure that pupils with Special Educational Needs and Disabilities have appropriate targets and 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 raised during department meetings and are communicated with the SENDCo as early as possible.

Heads of Year are responsible for ensuring their tutors monitor the LDPs. Form Tutors, who liaise with subject teachers to monitor the pupil's target and provision, are central to the implementation and monitoring of the LDP. 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 acts as the first point of contact for their tutees, passing relevant information to LD.

The Head of Learning Development meets regularly with each Head of Year and in addition has regular consultations with members of the teaching staff and the Senior Management Team about pupils on the register.

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.

Review

The provision for each student on the LD register is regularly reviewed to evaluate the

impact on progress and assess whether further changes need to be made. Progress made towards outcomes on the LDP is reviewed during bi-annual meetings in which the views of various individuals around the student can be drawn together collaboratively. These meetings also provide the opportunity for student voice to be heard, increasing independence and motivation in the student. These meetings involve the student, parents and a member of the Learning Development team with invitations being extended to the form tutor or head of year, as well as any relevant external professionals.

Each student is invited to further, informal reviews throughout the year to ensure they maintain an active role in evaluating their own progress and provision. Amendments can be made to an LDP at other points in the year if new information arises that results in changes to student support. Once a student has been reviewed, the cycle of 'assess, plan, do, review' begins once more, to ensure that support for the student is as effective as possible.

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 LDPs and information on support sessions. The Department encourages parents to make appointments to discuss any provision, LDPs 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 LDP advice.

It is the responsibility of pupils to:

- Be actively involved in their own learning;
- Engage fully in any additional support agreed upon
- Follow the LDP 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 have their learning programme adjusted in order to ensure that they gain maximum benefit from the curriculum offered.

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.

Assessment and Audit of Provision

The Head of Learning Development meets regularly with the Director of Teaching and Learning and other members of the Senior Management Team to discuss department-related issues and the welfare and progress of pupils.

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 extracurricular 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.

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.

The SEND 0 – 25 years Code of Practice, (Department of Education, 2015)
Children and Families Act, 2014
The Equality Act 2010
The Disability Discrimination Act 1995
The Children Act 2004 (confirming Every Child Matters)
The Education Act 2002
The Special Educational Needs and Disability Act 2001
The Human Rights Act 1998
The Education Act 1996