



SEND and Inclusion policy and information report

Barr's Hill School

Approved by:	LGB	Date: 8 th February 2023
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Barr's Hill School welcomes all learners and is committed to providing an appropriate curriculum which will allow students the opportunities to succeed and reach the highest level of both academic and personal achievement. Where students have been identified as having additional needs prompt steps will be taken to prevent those needs becoming a barrier to learning. Through this positive action, Barr's Hill believes that all students, regardless of age, gender, ethnicity, special needs, prior attainment, and background will receive their entitlement to make progress and fulfil their potential.

Introduction:

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our students. The responsibility for the management of this policy falls to the Special Educational Needs and Disability Co-ordinator (SENDCo); the day-to-day operation of the policy is the responsibility of the Director of Inclusion. The Head teacher, Director of Inclusion and the SENDCo will work together closely to ensure that this policy is working effectively.

Barr's Hill School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The staff and governors of the School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that: All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Barr's Hill will adhere to the following principles across the school.

1. To provide appropriate and aspirational learning challenges
2. Respond quickly and appropriately to students' diverse needs
3. Overcome identified barriers to learning for individuals, and groups of students

Background information about the school and its provision for students with Special Educational Needs and Disabilities (SEND)

- The school admits 185 students into Year 7 since 2021.
- Year 7 students are educated within 'The Bridge'. This provision allows for a smooth transition from Primary to Secondary and enables staff to identify and implement appropriate strategies, and interventions.
- We have a sixth form of approximately 120 students.
- The school is located on the outskirts of the city centre and serves a number of disadvantaged communities from across the city.
- The school's percentage of students eligible for free school meals is higher than the national average.
- The school is proud to reflect the diversity of the city's population.
- Approximately 24% of students have special educational needs or disabilities.

- The students on the school's SEND register have a range of difficulties, including social and communication difficulties (for example, Autism), speech and language disorders, sensory impairment, social, emotional and mental health difficulties, Dyslexia, moderate and severe learning difficulties.
- The SENDCO is Mr Paul Barrett.

1. Aims and objectives

Aims:

Our SEND and Inclusion policy, and information report aims to:

- Set out how Barr's Hill will support and make provision for students with special educational needs and disabilities (SEND).
- Set out how Barr's Hill will support and make provision for identified students who have additional needs which do not fall under SEND such as Student Premium, and Students who are looked after.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

Objectives:

The objectives of our policy are to:

- organise all our activities to ensure that all students are included in the life of the school
- work closely with parents, sharing information on their child's progress and individual needs
- continuously develop our ways of working to provide the highest quality provision for all our students within the resources available
- meet the requirements of the Education Act (1996), the SEND Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)
- encompass the LA Statement of Policy for Students with SEND
- facilitate a student's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the school curriculum as a whole, and taking account of the SEND Code of Practice (2014)
- respond flexibly to particular students according to the nature of their difficulties
- support students' learning without making them feel different or inferior to their peers
- enable each student to become an independent and confident student who can make a successful transition into adulthood.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Students 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, SEND co-ordinators (SENDCOs) and the SEN information report

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that is made generally for other students or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SENDCO

The SENDCO is Mr Paul Barrett

He will:

- Work with the Head teacher and governors to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality wave 1 teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure that outside agencies are appropriately commissioned in line with the changing needs of the school.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The Inclusion Manager

The Head of Inclusion is Mrs Ellen Robinson and Mrs Katie Gallagher

They will:

- Have operational responsibility for the implementation of the SEND and Inclusion policy.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- To schedule and lead annual reviews for students with an EHC plan.

- To work with Hubs to improve PA across the school and to secure FPN plus prosecutions where all other strategies have failed to improve attendance.
- To lead the process of 6 week behaviour placements alongside the Head Teacher, Director of Inclusion and Hub Teams.
- To lead the process of 12 week Supported Transfer placements alongside the Head Teacher, Director of Inclusion and Hub teams.
- Manage the transition of students who are transferring into Barr's Hill via the local authority including mid-year transfers.
- Meet weekly with the SENCO to review progress of students.
- Lead the Inclusion team in delivering appropriate, alternative provision for identified students.
- Lead the school's work-related learning provision to ensure appropriate, off-site placements are monitored and outcomes met.
- Ensure that the Inclusion protocol is adhered to.
- Develop and monitor support plans for students on personalised timetables.
- In conjunction with the SENDCO, manage the work of outside agencies and report on the cost-effectiveness of these services.

The Literacy Leads in The Bridge

The Literacy Leads are Miss Julia Echeverria-White and Miss Rachel Burman.

They will:

- Liaise with primary colleagues to identify needs before a student begins year 7 in Barr's Hill.
- Train teaching staff on how to teach Communication Skills and support students with moderate learning difficulties.
- Plan interventions to be delivered to students who are working below age related expectations.
- Monitor the effectiveness of literacy provision and ensure that staff have received appropriate training in the delivery of identified interventions.
- Monitor progress of students involved in interventions.

The work of the Director of Inclusion, SENDCo and that of the Inclusion managers and literacy leads, are supported by a well-qualified and experienced team, including 2 HLTA's, 1 TA and 1 Inclusion Coordinator. The SEND team work closely with the Safeguarding team to form Student Services.

The SEND governor

The SEND link governor is Mr Matthew Stokes.

They will:

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

The headteacher

The Head teacher is Mr Chris Jupp. They will work with the SENDCO and governors to determine the strategic development of the SEND and Inclusion policy and provision in the school
Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class in the delivery of high quality wave 1 provision.
- Working closely with any support staff 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy

5. SEND information report

The types of SEND that are provided for

Barr's Hill currently provides additional and/or alternative provision for a range of needs, including:

- Communication and interaction, for example, Autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, Dyslexia, and Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Cerebral palsy
- Moderate/severe learning difficulties

Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and school attendance.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded on a support plan, added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents' evening. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Progress Meetings.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is disseminated in the form of student profiles and Inclusion booklet. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

We will share information, as appropriate, with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Inclusion staff and the Bridge leadership team will liaise with the SENDCOs from the feeder primary schools in the spring term. Additional visits and meetings will be held during the summer term for those students identified as requiring additional transition support.

During year 9, discussions will be held with students and their parents regarding choosing appropriate courses in key stage 4. Alternative pathways will be provided for a small cohort of students for whom a mainstream pathway may not be appropriate.

Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality wave 1 teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic targets each term
- Reviewing the impact of interventions after 6 weeks
- Using student voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Complaints about SEND provision

Complaints about SEND provision in our school are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

6. Monitoring arrangements

This policy and information report will be reviewed by the Director of Inclusion and the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan - <https://www.barrshill.coventry.sch.uk/wp-content/uploads/2021/02/Accessibility-Plan-BH-2021.pdf>
- Behaviour - <https://www.barrshill.coventry.sch.uk/wp-content/uploads/2015/11/Relationship-Policy-inc-Behaviour-Anti-Bullying-2023-24.pdf>
- Equality - <https://www.barrshill.coventry.sch.uk/wp-content/uploads/2015/11/Equality-Policy-2021-2025.pdf>
- Managing Medical Needs and First Aid Policy & Management Procedures <https://www.barrshill.coventry.sch.uk/wp-content/uploads/2015/11/Managing-Medical-Needs-First-Aid-Policy-Management-Procedures-June-2022-1.pdf>

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision should be planned and coordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.