Bilton School

Special Education Needs and Disability Policy

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Review Date: October 2017
<table>
<thead>
<tr>
<th>Person responsible for overseeing the implementation of this policy within school</th>
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| • Sam Murdoch – SENCo  
  NASCO qualified and member of Senior Leadership Team.  
  (NASCO – National Award for SEN)  

• Governor responsible for SEN Coordination  
  Mr Stuart French |

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<th>Monitoring/Review</th>
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<td>• Curriculum and Standards Committee</td>
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BACKGROUND TO POLICY CHANGES

Due to the National changes to Special Education Needs and Disabilities (SEND) which came into effect from September 2014 we are revising our SEN policy to ensure it embraces and reflects current procedures in the new SEND Code of Practice. We feel it is important that all stakeholders have the opportunity to give feedback on this document to ensure it reflects the new SEN guidance which is now for young people from 0-25 years and it is clear how we as a school will support students who may have Special Education Needs or Disabilities.

Our aim is to ensure all stakeholders have been involved in revising this policy. The school will initially write the policy and ask for feedback from stakeholders. This was conducted during the Autumn term 2014.

AIM

Our aims are in line with the SEND Code of Practice 0-25 years July 2014.

A copy of the Code of Practice can be found at:


All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Bilton is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN or Disabilities. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community beyond the classroom. We believe every teacher is a teacher of every child.

OBJECTIVES

1. To identify and provide comprehensive support for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. To provide support and advice for all staff working with special educational needs pupils to provide high quality learning experiences.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS
A student will be identified as having a SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to students of the same age.

Students could be identified as having SEN through a variety of ways including the following:
- Student performing significantly below expected levels that require extra provision to be made.
- Concerns raised by a parent/carer.
- Concerns raised by a teacher after a differentiated plan has been put in place.
- Liaison with a previous school.
- Liaison with external agencies.
- Information received from health specialists.

Slow progress, low attainment, English as an additional language (EAL) and behaviour concerns do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN.

**Support for students with SEN or Disabilities (students already on roll and new admissions).**

At Bilton we aim to provide support for students with identified SEN under all areas as outlined in the SEND Code of Practice 0-25 years 2014:

1) Communication and Interaction – For example:
   - Speech, Language or Communication needs (SLCN)
   - Difficulties with making themselves understood
   - Difficulties with understanding or using social rules for communication.

2) Cognition and learning – For example:
   - Moderate learning Difficulties (MLD) – children who learn at a slower pace than their peers, even with appropriate differentiation.
   - Severe Learning Difficulties (SLD) – children who are likely to need support in all areas of the curriculum.
   - Specific Learning Difficulties (SpLD) – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional and Mental Health Difficulties – For example:
   - Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties.
   - Children with underlying mental health issue such as anxiety, depression self-harming, eating disorders or attachment disorder.

4) Sensory and/or Physical needs – For example:
   - Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
     - Visual Impairment (VI)
     - Hearing impairment (HI)
     - Multi-sensory impairment (MSI)
     - Children with a physical disability (PD)

As stated in our SEN Information Report we are a school that has three floor levels. We can adapt timetables to suit physical requirements to accommodate lessons on the ground floor; this will be balanced against the learning needs of the whole school community. Where this is not possible e.g. where specialist rooms are on an upper floor, time may be spent in the Library (supervised).

We have ramp access into reception and disabled toilets in Kay Hall and in our Sixth Form.
Currently we do not have any students with high Sensory or Physical needs and would need to seek specialist advice to maximise the extent to which needs could be met and to meet guidelines in the Equality Act of 2010. For any new SEND students we would look carefully as to whether we could meet the learning needs of the young person in order to ensure we could provide the best possible environment for them to learn and succeed. In accordance with the Equality ACT 2010 we would make reasonable adjustments to prevent any student being disadvantaged.

We do use a range of different assessments to help us identify possible areas of SEN from reading, spelling, and numeracy tests to Dyslexia screening. In year 7 all students complete a range of different tests, which include Cognitive Ability Tests (CATs) and NGRT (Reading Test) during their first few weeks so we can identify early an additional support which may be required within literacy or numeracy. Parent/carers will always be contacted about any additional support on offer. The support could be in a variety of forms from a small group, 1:1, to extra support in lessons.

To help monitor progress students will be retested for reading, spelling and numeracy at two other times in the year.

**SEN SUPPORT**

Our approach to identifying students who may have Special Educational Needs can be found in Appendix A. The purpose of identification is to work out what action we need to take, not to fit a student into a category. We aim to identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Under the new Code of Practice we now use a graduated approach which starts with the classroom teacher. They are responsible and accountable for monitoring the progress of the students in their class and if they identify a student is not making progress their first response is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCo assess whether the child has SEN.

Where a student is identified as having SEN we look to remove the barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and what support the pupil requires in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

**Assess**

In identifying a child as needing SEN support the class or subject teacher, works with the SENCO/Assistant SENCo (also NASCo qualified) to carry out a clear analysis of the student’s needs. This should draw on the teacher’s assessment and experience of the student, their previous progress and attainment, as well as information from the school’s core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers’ assessments where relevant, the individual’s development in comparison to their peers and national data, the views and experience of parent/carers, the student’s own views and, if relevant, advice from external support services. Any concerns raised by a parent/carer will be taken seriously.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.
In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them if the parent/carers agree.

Plan

Where it is decided to provide a student with SEN support, the parent/carers will be formally notified, although our aim is to involve parent/carers in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent/carer and the students the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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 is also recorded on our school’s information system SIMS as well as the VLE (Virtual Learning Environment) for staff.

The support and intervention provided will be tailored to meet the outcomes identified for the student, based on reliable evidence of effectiveness.

Parent/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parent/carer involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work with the Learning Support Team, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student’s progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parent/carers. This should feed back into the analysis of the student’s needs. The class or subject teacher, working with the SENCo, will revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.

Parent/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a student has an Education Healthcare Plan (EHC) plan (these are replacing Statements of needs over the next three years), the local authority must review that plan as a minimum every twelve months. Schools co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.
MANAGING THE NEEDS OF STUDENTS ON THE SEN SUPPORT REGISTER

When the student has been identified as having a SEN or Disability they will be recorded on the SEN Support register as having SEN Support along with level of intervention they are receiving and what for.

Levels of Intervention

Wave One Intervention – Targeted support from classroom teacher once area of weakness has been identified.

Wave Two Intervention – Additional support from a Teaching Assistant (TA) or Learning Supervisor (graduates who can give student support in each area), this may be in class or small group withdrawal.

Wave Three Intervention – This is more personalised intervention, tends to be 1:1 or small group and may include support from internal or external specialist. This is also where it may be appropriate for the student to have a more personalised timetable where they access support in our Engagement for All (EFA) area. External support could be from specialists such as Educational Psychologist, Integrated Disability teams e.g. Speech and Language/Autism.

Wave Four Intervention – Is where a student may be on our roll but educated off site for some or all of the time as we are unable to fully meet their needs and an alternative provider is a more suitable learning environment for the student.

For all of these interventions parent/carers will always be contacted and options discussed with them and the student. Time limits for reviewing the interventions will also be set.

A copy of our provision map gives further examples of the types of support we can offer for each category of SEN and is available on our school website.

Our existing SEN register will still be available on the VLE for staff to access to ensure they are planning for the needs of students who were on school action and school action plus last year. During the first half in September these students will be assessed to see what support/level of interventions would be of benefit over the forthcoming year.

THE LOCAL OFFER

The Local Offer is compiled by the Local Authority, with help from schools and sets out the support available for local children and young people with special educational needs (SEN) or disabilities. The Local Offer has two key purposes:

• To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

• To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parent/carers, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer not only includes provision in the local authority’s area but provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible and disabled children and young people. This could, for example, be
provision in a further education college in a neighbouring area or support services for children and young people with particular types of SEN that are provided jointly by local authorities. It should include relevant regional and national specialist provision, such as provision for children and young people with low-incidence and more complex SEN.

A copy of the Local offer from Warwickshire is available at www.warwickshire.gov.uk/sen

Schools also have additional duties under the Special Educational Needs and Disability Regulations 2014 to produce further information about how they will support students with SEN. You can find a copy of Bilton School SEN Information report in appendix B and on our school website. The information report also sets out how we support students in transition and how we involve and communicate with parent/carers.

**SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

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.

Some may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0-25 years (2014) is followed.

As part of the new regulations for 2014 we have a policy to support students who have medical conditions and a copy of this once approved by Governors will also be available on our school website.

**MONITORING AND EVALUATION OF SEN**

We understand the importance of evaluating the provision we offer for students as a result welcome feedback from students and parent/carers. During the year we will be asking parent/carers, students and staff to complete questionnaires but are happy to receive comments at any time during the year.

Data for SEN students is monitored not only by the class teacher but by the SENCo to ensure any interventions that have been put in place have an impact. Progress of SEN students is also discussed at different points during the year at Senior Leadership Team meetings.

This year the SENCo will also be using an evaluation framework to help review and evaluate the effectiveness of the provision for SEN students which promotes an active process of continual review and improvement of provision for all SEN students.

**FUNDING FOR SEN SUPPORT**

The following information about funding is from the SEND Code of practice 2014.

“All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. This will enable schools to provide a clear
description of the types of special educational provision they normally provide and will help parent/carers and others to understand what they can normally expect the school to provide for pupils with SEN.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

TRAINING

An audit of staff training needs for SEN will be completed at different stages throughout the year to identify any training needs and set up coaching teams to help maintain high quality teaching. The audit will also enable the SENCo to ensure relevant programmes for meeting SEN needs are run throughout the year and provide fact sheets or strategies for teachers.

We have a comprehensive Continuing Professional Development programme throughout the year where staff can opt into different CPD sessions to share good practice ideas. All new staff and Newly Qualified Teachers (NQTs) follow a comprehensive induction programme where SEN provision and structures are discussed.

The SENCo or Assistant SENCo always attend the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEN.

ROLES AND RESPONSIBILITIES

Although under the new guidance subject teachers have prime responsibility for the learning and monitoring of all students in their care. We have an additional team to support the learning needs of SEN students. The Learning Support Team comprises:

Special Education Needs Co-ordinator (SENCO): Ms S Murdoch – Responsibilities can be found in the appendix.

Assistant SENCO: Mrs N Warwood

Inclusion Support Manager: Miss L Forrest

EFA manager : Ms A Andrews

4 Learning Supervisors who are graduates who may go in class to support specific students or run a withdrawal group in liaison with the Class teacher, Subject leader and SENCo:
They are attached to Post-16 learners, English, Maths and Science.

Teaching Assistants (TAs):
2 Higher Level Teaching Assistants (HLTAs) ... One attached to English and one to science, they mainly support students in KS4 in class but also run intervention classes.

3 Level 3 Teaching Assistants, each with own areas of responsibility.
TA3 – Responsible for the EFA
TA3 - Responsible for running intervention programmes in the EFA for KS3 and 4, lunchtime support and homework club after school
TA3 – Responsible for running our internal exclusion unit PACE.

4 Level 2 Teaching Assistants who support mainly KS3 students in class
All teachers may expect to have some involvement with support teaching during their careers at Bilton School and have a responsibility to liaise with the support team.

Further information regarding roles and responsibilities can be found in our SEN information report.

**STORING AND MANAGING INFORMATION**

All SEN information is stored on our school data system called SIMS and we have paper files which are in student files located in locked offices. Records are kept for 10 years and when no longer required are destroyed. Students’ SEN are only discussed with parent/carers the students and relevant teaching staff. Where a student moves onto another educational establishment any SEN support information will be passed on.

**REVIEWING THE POLICY**

As this is a new policy it is important it is reviewed annually as there may be changes to protocols as the year progresses as we as a school adapt to the new systems. We will again seek feedback from a range of stakeholders.

**DEALING WITH COMPLAINTS**

As a parent/carer if you have a query about progress in a specific subject you can contact the subject teacher or subject leader.

If you are concerned about the SEN provision provided for your child you can contact the SENCo/Assistant SENCo directly, who will be more than happy to meet with you to discuss your concerns.

Alternatively if you can contact your child’s Head of House and they will ensure your concern is passed to the relevant staff.

If you are still not happy you can contact our Parent/Carer Liaison Officer – Ms Mandy Jesson or follow our complaints procedure which is on our school website.

**BULLYING**

We have a clear bullying policy which all students are aware of. Each of our Heads of House and our Inclusion Support Manager are non-teaching members of staff so are available for students to discuss any concerns or investigate any allegations throughout the school day. We aim to act quickly to resolve any incidents of bullying and our policy can be found on our school website.

Sometimes there may be an issue with not understanding a SEN or disability in which case a member of the Learning Support Team may speak to individuals or small groups to help them to understand. We aim to ensure all our students feel safe and secure in their learning environment but will also support them with building their independence and resilience skills.
Appendix A

Process for identifying students with Special Educational Needs - Wave 1 Intervention Model.

Our process for identifying students with SEN is based on the graduated approach using the ‘Assess, Plan, Do, Review’ model. Please see the model below for the stages to follow.

Stage 1 - Assess
- Is the student making expected progress against their target as part of the assessment cycle review?
  - Yes - Continue to monitor as per assessment cycle.
  - No - Move to stage 2

Stage 2 - Plan
- 1) Devise a wave one intervention plan for targeted teaching to address area of concern. This may include use of modelling, scaffolding or additional resources such as writing frames.
- 3) Record wave one intervention on simsw stating your subject.

Stage 3 - Do
- Carry out plan during next 6 week cycle.

Stage 4 - Review
- Review progress.
- Progress made - continue to monitor as per assessment cycle.
- Some progress - Continue with wave 1 but discuss strategies with Subject Leader. You can also contact a member of link member of the inclusion team for strategy advice.
- No progress - Discuss with subject leader and decision made whether to move to flow chart.
After targeted Wave 1 teaching if a student is still making no progress follow the procedure below:

1. Contact Assistant SENDCo/SENDCo and explain strategies already tried.

2. If no previous SEN identified and progress is a concern across a number of subjects an assessment of needs/tests will be carried out. Assistant SENDCo/SENDCo to inform parents, plan to be discussed upon outcome of results, Wave 1 plans to continue during investigation. If SEN already identified Wave 2 intervention may be considered SEN team to set targets and inform parents/guardians following 'Assess, Plan, Do, Review' cycle and Wave 2 intervention to be recorded on SIMS with focus.

3. At the end of 6 week cycle SEN team review progress and inform parents and subject teachers of progress and any future plans. If withdrawal support becomes long term the students will be added to the SEN Support Register. Where necessary support or advice from external agencies may be sought, parents/guardians will always be consulted. A member of the inclusion team will also meet with parents when a student is added to the SEN support register.
Welcome to our SEN Information Report which is part of the Warwickshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). You can find further information from the Local Authority about SEN, please on the following website –

www.warwickshire.gov.uk/send

At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEN provision within the school and externally.

This report has been written in accordance with section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

For further information about the different types of support available for SEN students please see our provision mapping document.

### The SEN needs that the school provides for

We aim to provide for all areas of SEN which are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Although we are a school that has three floor levels we can adapt timetables to suit physical requirements to accommodate lessons on the ground floor. Where this is not possible time may be spent in the Library (supervised).

We have ramp access into reception and disabled toilets in Kay Hall and in our Sixth Form. We currently do not have any students with high Sensory or Physical needs and would need to seek specialist advice to ensure needs could be met.

### Our policy for identifying children and young people with SEN and for assessing their needs

Despite high quality teaching, some students may not make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SEN Coordinator (SENCo).

The SENCo is responsible for the welfare and progress of all students SEN or disability and will investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and sometimes may consult other outside agencies such as Educational Psychologist (EP) or Integrated Disability Service (IDS), if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting is then arranged with parents to discuss each student’s needs and subsequent actions.

Some students transitioning to Bilton School may already have been diagnosed with a special educational need and this information will have been passed on by their previous school. Such students will be placed on the SEN support register if they require additional intervention e.g. additional in class support or small group withdrawal.
If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCo to share their concerns. The SENCo will then investigate further, as above.

The definition of a special educational need is ‘where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support’. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published July 2014 for implementation September 2014.)

Students with SEN or disability will be placed on the school’s SEN Support register, which is accessible to all staff in school.

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition.

Students who have Statements of Special Educational Need or Education, Health and Care Plans may receive a higher level of support than other students and such support is co-ordinated by the SENCo. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

**How we consult with families of children with SEN and involve them in their child’s education**

Students are regularly involved with reviewing their progress through formative assessment and Dedicated Independent Reflection Time (DIRT) and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to their Class Teacher, Form Tutor, Head of House, the SENCo, Learning Support Assistants or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCo or Assistant SENCo is always happy to discuss any concerns involving SEN with parents and carers.

Throughout the year parents will have the opportunity to meet with class teachers at parents’ evening to discuss any concerns. A member of the Learning Support team will also always be available at these evenings.

**How do we consult with young people, with SEN and involve them in their education**

Our lessons regularly encourage students to give feedback either verbally or during DIRT time (Dedicated Individual Reflection Time). When marking a piece of work teachers make
comments to aid DIRT and learning guides to help monitor progress over a period of time and set new targets. If a student is not clear they are encouraged to ask their teacher or if available another adult supporting in the classroom. Students also receive formative comments once or twice a term depending on the subject in line with the assessment policy.

All Statemented students are always involved in Annual Review meetings or mid cycle review of profiles.

**Our arrangement for assessing and reviewing a child’s progress towards their potential outcomes**

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on SIMS (our data management information system) and reported to parents at least once per term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Teachers, Subject Leaders, Assistant Heads for each year and the SENCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress may have additional support put in place this may vary from withdrawal group work, to support within the classroom.

Access Arrangements: Tests and Examinations
For some students additional arrangements and adjustments may be made to enable them to fully access a range of tests. This might include additional times, or the use of a scribe or word processor. Ms Andrews our EFA (Engagement for All) Manager is fully qualified to assess for access arrangements and can provide you with further details regarding eligibility for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

**Our approach to teaching children with SEN**

Where a student is diagnosed with a Special Education Need support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student’s need and strategies to be implemented, small group targeted intervention sessions with a Learning Supervisor or Teaching Assistant, in-class support, referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include Literacy (includes reading, handwriting and spelling groups), Numeracy, Social Skills interventions, Anger Management, Food and Lego Therapy (programmes designed to help communication and self-esteem), Social use of Language Programme.

Interventions follow a monitoring cycle involving: assess–plan–do–review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a Laptop or Dictaphone. Students with visual or hearing impairments may also be assessed and have possible support provided from the Integrated Disability Service (IDS), this may be with equipment, learning/teaching strategies or sometimes one to one support in some lessons.

Parents/Carers of students with Statements/Educational Healthcare Plans will have meetings with the SENCo/Assistant SENCo to discuss their child’s progress, support needs and any
concerns they may have. However, Parents/Carers are welcome to request a meeting or discussion with school staff at any time, including the SENCo, if they have a concern.

**How we prepare children as they move between phases of education, i.e. our preparations for their transfer to secondary education or their move to another educational setting**

Bilton understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEN.

For students coming into Year 7 the Assistant Headteacher with responsibility for Key Stage 2-3 Transition and the Heads of Houses will visit all primary schools where there students coming to Bilton. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEN information. For students with SEN or disabilities the SENCo liaises with the SENCo from our feeder primary schools and where appropriate pre and post transition day visits can be arranged.

Parents/Carers of students with SEN in primary schools whose child will be coming to Bilton are always welcome to contact our SENCo who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Bilton are invited in for a transition day in the summer term. They spend the day in their new tutor group and take part in activities to help them feel more confident about moving to secondary school. Many students with SEN are invited in for extra transition sessions to introduce them to life at Bilton and to try to allay any anxieties as much as possible.

For students with Statements of Special Educational Need, the SENCo or a member of the Learning Support Team will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers.

Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a placement at Bilton are very welcome to contact the SENCo at Bilton School at any time to discuss their child’s needs or arrange a meeting or visit.

For students leaving Year 11 and Year 13, the SENCo works with our Careers Advisor to ensure that all students have thought through their next steps and have a meeting with the Careers Advisor. We also liaise with their next provider to ensure that they understand about a student’s support needs.

For students with SEN entering our Sixth Form, their support will be discussed with them and provision put in place as appropriate.

**How we adapt our curriculum and our learning environment for our children with SEN**

We pride ourselves on providing appropriate individual support for each student with SEN or disability. Our classroom teachers will provide high quality differentiated lessons to help individual students make progress but sometimes additional support may be required. Some students may require a more personalised programme which may mean they have withdrawal lessons in our Engagement for All Area (EFA) to focus on a particular aspect of learning. Other students may benefit from support within the classroom.

In year 7 initially students are taught mainly in their tutor groups with the exception of English and Maths who during the first half term adjust the groups to suit the learning needs of the students. As students’ progress through school grouping arrangements are flexible with opportunities for both ability and mixed setting to maximise learning for everyone. Additional
adults are also used flexibly to help groups and individual students with a long term goal of developing independent learning skills.

In Year 8 students are given support with choosing appropriate options and currently students study GCSEs for three years, however students with significant literacy needs have the opportunity for additional literacy support instead of a further option. The SENCo communicates key information about specific learning needs to teaching staff and key strategies to aid learning for an individual student are recorded on our SEN Support register.

Additional literacy lessons have been built into the curriculum for students with lower literacy levels. An intensive literacy programme 1:1 three times a week is also an option for students with significantly lower reading ages. See protocol for literacy intervention in the appendix.

During break and lunchtime our EFA area is open for student to use and a Teaching Assistant (TA) is always present to support or chat to individual students. After school Monday - Thursday we run a Homework Club where students can use the computers or have support from a TA to complete homework.

Our Higher Level Teaching Assistants (HLTA) also run intervention classes after school on Monday and Thursdays. Students who are not making expected progress in class as well as student with SEN will be offered the opportunity to attend these classes.

The expertise of our trained staff who will support SEN children and advise on how specialist expertise will be secured

Our SENCo is NASCO (National Award for SEN Coordination) qualified (the assistant SENDCO is working towards this qualification) and one of them always endeavours to attend the SENCo network meetings. We then have the following team (Learning Support Team) who help to support individual needs of students:

EFA manager : Ms A Andrews

3 Learning Supervisors who are graduates who may go in class to support specific students or run a withdrawal group in liaison with the Class teacher, Subject leader and SENCo: They are attached to English, Maths and Science.

Teaching Assistants (TAs):
2 Higher Level Teaching Assistants (HLTAs) ... One attached to English and Science who mainly support students in KS4 in class but also run intervention classes.

4 Level 3 Teaching Assistants, each with own areas of responsibility.
TA3 – Responsible for the EFA
TA3 x 2 - Responsible for running intervention programmes in the EFA for KS3 and 4, lunchtime support and homework club after school
TA3 – Responsible for running our internal exclusion unit PACE.

3 Level 2 Teaching Assistants
TA2 x 4 who support KS3 students in class

Where a student with SEN or disability is not making progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Bilton works with a number of
different agencies including Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), School Nurse and the following teams from IDS – Autism, Hearing and Visual Impairment, Speech and Language.

We also have an Intervention and Support manager who works with the SENCo to provide support and often personalised programmes for students with Social, Mental and Emotional Health Needs.

**How we evaluate the effectiveness of our SEN provision**

Each time a student completes an intervention programme their progress is tracked and the impact of the programme evaluate through either data tracking or by the progress each student makes during the intervention programme they are following.

Questionnaires are also used to gain feedback on the effectiveness of our SEN provision.

Progress of SEN students is discussed at different points during the term at Senior Leadership Team meetings.

We welcome feedback from parents and students on our SEN provision at any point during the year.

**How children and young people with SEN are enabled to engage in activities with their peers**

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.’ ‘Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations’ (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

Bilton is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN students to enable them to participate in all school trips and other out of class activities.

Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: break and lunch time clubs, homework club, sports clubs, library volunteers, drama and music clubs. SEN students have also participated in student panels for new members of staff and Year 6 transition support.

As previously stated the EFA area is available to all students to access at break, lunch and after school and is always supervised by Teaching Assistants.

**Our support for improving emotional and social development, including how we listen to the views of SEN children and how they are included in the school’s anti bullying policy**

We pride ourselves on listening to students and providing appropriate support for their needs. In our EFA we run self-esteem groups, social skills groups, anger management and provide time for students to discuss issues with a key member of our Learning Support Team. Where necessary we will involve support from outside agencies for additional mentoring such as “On Track”, or CAMHS. We may feel that the best approach is a multi-agency one and offer a CAF.
We also use our EFA area as a reintegration base for students who may be struggling to attend school or for students who are struggling to cope with whole class lessons for a variety of reasons. This where a personalised programme may be put in place. Students and parents are always invited to a meeting to discuss any personalised programmes.

Our anti-bullying policy is available for any parents to read.

### How this school helps to meet the needs of SEN children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations

When necessary we will contact outside agencies for advice. We currently commission services from Educational Psychology and the Integrated Disability Service, the main contacts we have use over the last year are listed at the end of this document.

We also refer students to CAMHS or our school nurse who offer additional support or advice for students.

Financial implications of any additionally commissioned support will be evaluated in terms of value for money and outcomes/impact. The Local Authority may be approached to fund additional provision from the High Needs Block, which is a central fund specifically for students with complex needs.

### How we deal with complaints from parents of children with SEN about the provision made at the school.

As a parent if you have a query about progress in a specific subject you can contact the subject teacher or subject leader.

If you are concerned about the SEN provision provided for your child you can contact the SENCo/Assistant SENCo directly, who will be more than happy to meet with you to discuss your concerns.

Alternatively if you can contact your child’s Head of House they will ensure your concern is passed to the relevant staff.

If you are still not happy you can contact our Parent Liaison Officer – Mrs Helen Way or follow our complaints procedure which is on our school website.

### Roles within the school with responsibilities for SEN children

<table>
<thead>
<tr>
<th>Class/subject teacher</th>
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<tbody>
<tr>
<td>To provide high quality differentiated lessons and know the needs of their students.</td>
</tr>
<tr>
<td>Monitor progress of students within class and identify where additional support may be required.</td>
</tr>
<tr>
<td>Provide feedback at parents’ evenings and contact parents if student is not making expected progress and inform them of initial plan.</td>
</tr>
<tr>
<td>To liaise with the SENCo and Subject leader if additional support is required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENCO – Ms Sam Murdoch, supported by Assistant SENCo Mrs N Warwood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating all the support for students with SEN to make sure all students make expected progress.</td>
</tr>
<tr>
<td>Liaising with parents about additional SEN support</td>
</tr>
<tr>
<td>Liaising with teachers and Subject Leaders of strategies to meet different needs.</td>
</tr>
<tr>
<td>Provide support and key information on students to help teachers to plan for different needs.</td>
</tr>
</tbody>
</table>
- Reviewing and evaluating all SEN provision.
- Liaising with outside agencies
- Offering staff CPD (continuous professional development) opportunities to improve knowledge and understanding of different needs and effective strategies.

### Inclusion and Support Manager – Ms Laura Forrest

- Liaise with SENCo regarding personalised programmes.
- Liaise with relevant outside agencies to provide support for individual students.
- Liaise with Heads of Houses.
- Lead Strategic Student Support Group
- Organise EFA timetable, liaising with SENCo.

### Headteacher – Ms Patsy Weighill

- To ensure staff are fully trained to meet the needs of the SEN students
- To ensure all legal requirements are met by the school
- To evaluate the progress of all groups of learners against National benchmarks.

### SEN Governor – Mr Stuart French

- Liaise with the SENCo and other Senior Leaders to provide reports for the Governing Body with regard to how the school is meeting the legal requirements for SEN.

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### Specialist groups run by outside agencies

Names below are the key people we have linked with over the last year, these names may change.

#### Local Authority Teams

- Educational Psychology Team – Rebecca James
- Integrated Disability Service (IDS) – Amanda Gennoe (Autism Team), Kate Colley (Hearing Impairment team), Sarah Openshaw (Speech and Language Team)
- SENDAR – Louisa Hughes

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### Glossary

- **SEN** – Special Educational Needs - 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 to her. A child of compulsory school age or young person has a learning difficulty 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

- **EHCP** – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHC can be done by the parents of the child, or young person over the age of 16 but under the age of 25, or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is
needed and must communicate its decision to the parents or young person within 6 weeks of making the request.

Appendix C

SENCo responsibilities from SEND Code of practice 2014.

The SENCO provides professional guidance to colleagues and will work closely with staff, parent/carers and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

• overseeing the day-to-day operation of the school’s SEN policy

• co-ordinating provision for children with SEN

• liaising with the relevant Designated Teacher where a looked after pupil has SEN

• advising on the graduated approach to providing SEN support

• advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively

• liaising with parent/carers of pupils with SEN

• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

• being a key point of contact with external agencies, especially the local authority and its support services

• liaising with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned

• working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

• ensuring that the school keeps the records of all pupils with SEN up to date. The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.
Appendix D

Protocol for Wave 2 Literacy Intervention

Identification

Students will be identified for wave 2 literacy intervention using the criteria below. Students must fit at least two of the criteria boxes, some will fit all three.

- 1.5 years or more below their chronological age
- Not making at least 3LOP
- CATS score below 89 for verbal.

If a student is more than three years below their chronological age they will be LASS tested. If the LASS test shows a reading percentile score of less than 35 a student will qualify for wave three intervention – Thinking Reading.

When are these interventions?

During curriculum time.

In years 7 and 8 the additional literacy is instead of IT, Tech or an MFL lessons.

In year 9 students have additional literacy instead of an option.

In years 10 and 11 student have additional literacy instead of RS or core ICT.

How many intervention lessons do students have?

Everyone will have one, however where possible students will have two hours. Additional numeracy is also timetabled at the same time so it depends on the needs of the student.

Length of intervention

For years 7 and 8 it will be one year.

For year 9 it will be three years. During year 10/11 an alternative qualification will be taught to enable students to meet progress 8.

For years 10 and 11 progress will be reviewed after a term and a discussion held on appropriateness of re-joining class. The reason for re-join is based on evaluation of progress data and interventions required relating to whole school data.

Monitoring

Students will be monitored through six weekly assessment cycle and NGRT test/SWST tests. The NGRT and SWST will happen twice a year on Citizenship days.

Communication to parents

When starting the interventions:

- Year 7 explanation on induction evening and in handbook - SXM
- Year 8 explanation on option evening and in booklet, which option block it will be in as this might affect choices – PWN/DGW
Year 9 and 10 letter before end of term in July - PWN

When a student moves out of an intervention parents should be automatically informed. This move would not happen without IXS/SXM/PW agreeing looking at progress data. IXS to then send a letter home to parents and inform JA of timetable change.

A list of students on intervention will also be sent to relevant subject leads in July.