BALCARRAS

From strength to strength

Special Educational Needs and Disability Policy, Information Report and Local Offer

This document has been written and reviewed by Jeanette Corinaldi (SENDCo) and Balcarras School Senior Management Team.

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Should you require this report in a different format or language please contact the school SENDCo.

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1. Our SEND Vision

1.1 Inclusive Education

Balcarras School uses quality first teaching to provide a broad and balanced curriculum that engages with the pupils in every classroom. Teachers use proactive, adaptive teaching to meet the individual needs of pupils with Special Educational Needs and Disabilities (SEND). The opportunities for pupils with SEND are not restricted at our school; we value diversity and celebrate individual qualities allowing all pupils to feel part of our community and to thrive during their time with us. Our teachers set challenging but achievable, individual targets for pupils with SEND and encourage pupils to progress and succeed in a caring, accessible and inclusive environment.

1.2 Collaborative Working

Working in partnership with all school stakeholders is important to ensure the progress of pupils with SEND. Pupils, parents and staff work collaboratively (including external agencies when necessary) to establish early identification of holistic needs. The strengths of an individual pupil are recognised and highlighted. Independence is developed by building a pupil's resilience and self-confidence to overcome any challenges they might face. We recognise the diversity of our pupils and endeavour to empower them by placing them at the centre of all discussions. Our aim is that pupils with SEND are happy, engaged and successful and their time at Balcarras School is memorable and enjoyable. Reviews take place regularly, with input from all stakeholders, to ensure that pupils achieve their aspirations for the future, are prepared for adulthood and are able to contribute to the wider community.

1.3 Professional Development

Every teacher at Balcarras School is a teacher of SEND and provides high quality, evidence-based teaching to our pupils with SEND. Training and development of school staff is vital in supporting a pupil with SEND. Consequently, we follow current guidance, legislation and innovation to meet the SEND needs of our pupils. Teachers and teaching assistants are given opportunities to work collaboratively to develop their knowledge and skills in enabling the best possible outcomes for pupils with SEND to ensure they reach their full potential.

2. An introduction to Balcarras School's SEND provision

2.1 Objectives

This policy is in keeping with the aims of Balcarras School, its Teaching and Learning Policy and its Equalities Policy. The Governing Body and staff of the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum, which will be adapted to meet individual needs.

The objectives of the Governing Body in making provision for pupils with special educational needs are:

2.1.1 To enable pupils with Special Educational Needs and Disabilities (SEND) to maximise their potential.

2.1.2 To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.

2.1.3 To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils.

2.1.4 To work in partnership with parents to enable them to make an active contribution to the education of their child.

2.1.5 To develop the use of technology in supporting pupils with SEND.

2.1.6 To ensure successful transitions from Key Stage 2 to Key Stage 3 and Key Stage 4 to post-16 education for pupils with SEND.

2.1.7 To take the views and wishes of pupils into account.

2.2 Relevant legislation

This document has been written using the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and considering relevant sections of The Children's and Families Act 2014, the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014.

2.3 Roles and responsibilities

- Dominic Burke – Head Teacher
- Jeanette Corinaldi - SENDCo and Head of Individual Learning Department (NASENCO & QTS)
- POSITION TO BE FILLED – Assistant SENDCo
- Catherine Williams –Assessor for exams access arrangements (NASENCO, PGC in SpLD & QTS)
- Rebecca Atkin (Assistant Head) - The line manager for the SEND department (QTS)
- Lorainne Dewdney – Higher Level Teaching Assistant (HLTA) responsible for supporting the needs of pupils with literacy difficulties and Teacher of Literacy Functional Skills (C&L and QTS)
- Mia Dodds – Study Support Teacher (QTS)
- Joanna Kurlbaum - SEND Governor

- Cristina Nistor - Teaching Assistant responsible for supporting the needs of pupils with numeracy needs (C&L)
- Caroline Powell – Teaching Assistant responsible for supporting the needs of pupils with social, emotional and mental (SEMH) health needs
- Charles Tucker – Learning Plan Co-Ordinator (C&L)
- Jessica Leighton – Study Support Teacher (QTS)
- Hannah Wranosky – Literacy Lead (QTS)
- In addition there is an Individual Learning Department Administrator

2.4 Co-ordinating and managing provision

2.4.1 The SEND department is line managed by the Assistant Head with responsibility for SEND, as detailed in paragraph A.3.

2.4.2 The SENDCo, in collaboration with the line manager and Governing Body, plays a key role in helping to determine the strategic development of the SEND policy and its provision within the school.

The SENDCo at Balcarras School is a qualified teacher and they have the National Award in Special Educational Needs Coordination.

The key responsibilities of the SENDCo include:

- Day to day operation of the Individual Learning Department and the SEND policy.
- Co-ordinating in-class and additional provision for pupils with SEND by effectively deploying the school's allocated budget for SEND.
- Providing professional guidance to teachers and school staff on how to use adaptive teaching strategies to provide high quality teaching to meet the needs of all pupils.
- Using the Graduated Approach* with school staff to ensure the school meets the SEND needs of pupils (* see 3.2.7).
- Managing the learning support staff, including the deployment of teaching assistants and other resources to effectively meet the SEND needs of pupils, including those with Education, Health and Care Plans (EHCPs).
- Overseeing the records of all pupils with SEND and ensuring they are kept up-to-date.
- Liaising with parents of pupils with SEND.
- Ensuring the school hears the pupil's voice when meeting their SEND needs.
- Contributing to the in-service training of all staff.
- Liaising with external agencies, using information in the Local Offer, to provide a support role to families, including working in collaboration with colleagues responsible for the care and education of children in care.
- Assessment of learning difficulties and testing for exam access arrangements.
- Liaising with the school careers team and external providers to ensure pupils and their parents are informed about post-16 options.
- Working regularly with the Balcarras School Senior Management Team to ensure the school meets the requirements under the Equality Act 2010 for reasonable adjustments and access arrangements.

2.4.3 The Heads of Department are responsible for ensuring that the needs of pupils with SEND are met in their subject. High quality teaching, using adaptive teaching strategies for pupils with special educational needs and disabilities, is the responsibility of all staff.

2.4.4 The Pastoral Team (Heads of Houses) and the Individual Learning Department have a close working relationship and they meet regularly to co-ordinate provision for all SEND pupils.

2.5 Admission arrangements

2.5.1 Balcarras School provides for pupils with a wide range of abilities and/or difficulties. Places for pupils with or without special educational needs are allocated in line with the School Admissions Policy of the Governing Body which applies to the whole school.

2.6 Specialised provision

2.6.1 Balcarras School does not have any specialist units.

2.7 Facilities

2.7.1 The Individual Learning Department is housed in a dedicated block, comprised of:

- A teaching room suitable for small groups, equipped with a data projector and screen, and computer access for pupils.
- A SEND study support room, equipped with a data projector and screen, and computer access for pupils.
- 4 offices/one-to-one teaching rooms each with computer access.
- A small kitchen and storage area.

2.7.2 There are automatic doors, ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. There are lifts to provide access to the first floors of buildings. Yellow markings have been added to outdoor steps to help visually impaired pupils.

2.7.3 There are toilet facilities for the disabled in the ground floor hygiene suite in the main building which includes a shower and accessible bed. This facility has also been fitted with a Closomat toilet and electric hoist. There are 5 further accessible toilets.

2.7.4 The class teachers and departments play the key role in ensuring appropriate provision is made for pupils' learning needs in their subject areas. They aim to provide a range of teaching and learning experiences that promote accessible learning for all pupils.

3. Balcarras School's policies for the identification, assessment, provision and review process for all pupils with SEND

3.1 Categories of need

3.1.1 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or in addition to, that normally available to pupils of the same age. At Balcarras School we make high quality teaching available to the whole class which means fewer pupils will require such support. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or;
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

3.1.2 Balcarras School currently provides additional and/or different provision for a range of special educational needs, including:

- Communication and Interaction Needs (C&I): Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN).
- Cognition and Learning Needs (C&L): Moderate Learning Difficulties (MLD) or Specific Learning Difficulties (SpLD), e.g., Dyslexia, Dyscalculia and Dyspraxia.
- Social, Emotional and Mental Health Needs (SEMH): Attention Deficit Hyperactivity Disorder (ADHD) or mental health difficulties such as Anxiety or Depression, self-harming, eating disorders or physical symptoms that are medically unexplained.
- Sensory and/or Physical Needs: Visual Impairments (VI), Hearing Impairments (HI) and Physical Disabilities (PD).

3.2 Identifying children and young people with SEND, assessing their needs (Assess/Plan)

3.2.1 Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Class and subject teachers, supported by the Senior Management Team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- widens the attainment gap.

3.2.2 The SENDCo, Assistant SENDCo or a Higher Level Teaching Assistant (HLTA) will visit the feeder schools of all pupils with identified SEND in Year 6 to talk to new pupils and their teachers. At such time, information about the pupils identified as having SEND is gathered. Pupil voice is recorded during the transition visit on a My Profile document. The views of parents regarding their child's needs are also sought during a transition meeting in the

summer term with the SENDCo or Assistant SENDCo. The SENDCo also attends the annual review of EHCP pupils in Year 6 prior to transfer from primary school. Where it has been identified that the pupil has exceptional SEMH needs, a specific transition programme is established which involves additional visits by the pupil to Balcarras School along with a member of their primary school staff. The SENDCo contacts parents and requests 'consent to share' to enable primary schools to share information about the needs of any pupil on their SEND register.

3.2.3 All Year 6 pupils attend a Taster Day in July. Balcarras School teaching assistants work with the Year 6 pupils with identified SEND to ensure their needs are met and they have a successful day. Where there are exceptional SEMH needs, we welcome teaching assistants from the primary schools to join Year 6 pupils on the Taster Day. The following evening, parents are invited to attend a Balcarras School parents' evening which is attended by the SENDCo and the Assistant SENDCo. This evening gives the parents of children with identified 'Additional Needs', not recorded as SEND by the primary school, an opportunity to talk to school staff.

3.2.4 During the transition process Balcarras School also considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, the reasonable adjustments that may need to be made for them.

3.2.5 All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 data and details of any identified SEND plus advice and strategies to use with individual pupils in the classroom. This is known as the Pupil Passport. Pupil Passports are written using all the information and data gathered from the processes outlined in 2.2.2 and 2.2.3. They are stored on Bromcom so all school staff can access the information including teaching assistants and cover supervisors.

3.2.6 On entry in September, all Year 7 pupils take the New Group Reading Test and the Helen Arkell Spelling Test. This allows us to collect baseline data, in addition to the SATs data, that can help to highlight any pupils whose SEND have not previously been recognised. In addition to these assessments the school uses QLA reports for each individual pupil to analyse Key Stage 2 SATs data. In exceptional circumstances, the SENDCo may work with the Pastoral Team and use a Strengths and Difficulties Questionnaire (SDQ) to collect SEMH baseline data. Relevant results and their possible implications for classroom practice are distributed to all staff, via an updated Pupil Passport. New entrants at other times of the year may also be tested if insufficient information is available from their previous school.

3.2.7 Identification and assessment of need as a pupil progresses throughout the school is carried out in a variety of ways. Cognition and learning needs are initially identified within individual subject areas. A standing item on departmental agendas is the consideration of pupils, not already identified, whose progress is a cause for concern. Using school reporting data, the Head of Department will lead discussion on the provision needed within the department to meet the learning needs of the pupil who is not making progress. This will follow the Graduated Approach and involve the pupil and their parents throughout the process.

Graduated Approach

The Graduated Approach refers to the system of SEN support within schools. Using this system they can assess the needs of the pupil and then provide the appropriate support by removing barriers to learning and putting effective special educational provision in place.

The system follows four stages and is often referred to as a 'cycle': Assess, Plan, Do, Review. This cycle should not be considered a single process as it provides a continuous cycle of assessment as pupil's strengths and needs develop and change.

The four-stage approach is as follows:

- **Assess**: The school SENDCO carries out a clear analysis of a pupil's needs, drawing on teacher assessments and the experiences of the pupil.
- **Plan**: Where it is decided to provide a pupil with SEN Support, the parents are notified. All teaching staff who work with a pupil are made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies that are required.
- **Do**: The planned interventions are put into place. With the support of the SENCO, the teachers work closely with any teaching assistants or specialist staff involved.
- **Review**: Reviews take place regularly and feed back into the analysis of the pupil's needs. The decision to involve specialists can be taken at any time and always involves the parents.

The focus will be on high quality teaching targeted at the pupil's areas of weakness. Where the provision provided at department level is not enough to close the progress gap, the Head of Department will then discuss their concerns with the SENDCo who will carry out further assessments following the Graduated Approach. Pupils identified as not making expected progress across a number of subject areas are given a Learning Plan which is reviewed with the pupil and their parents and, where relevant, external agencies using the multidisciplinary Graduated Approach. It is at this stage that the school may carry out the GL 'Dyslexia Portfolio' as an initial diagnostic test to identify any potential SEND needs. This provides baseline data to aid discussions with the pupil and their parents about any further specialist assessments or tests that may be needed.

3.2.8 Where pupils have emerging SEMH needs the SENDCo or Assistant SENDCo will work in collaboration with the school Pastoral Team, using the Graduated Approach. 'Consent to share' will be sought as meeting SEMH needs often involves working with external agencies under the 'Local Offer'. To gather baseline data an SDQ will often be used and shared, with consent, with appropriate agencies who can provide more specialist support. The school will always work with the parents and pupils throughout this process and the meetings are recorded on a My Plan or My Plan+ document.

3.2.9 Pupils with communication and interaction, physical disability or sensory needs are often identified by primary schools prior to entry. However, when necessary, the SENDCo and Assistant SENDCo will use data gathered from school staff, parents and other agencies and again follow a Graduated Approach to identifying and assessing these needs.

3.2.10 Pupils who are identified as having any of the above mentioned SEND are recorded on the SEND Register and the parents and pupils are notified of this.

3.2.11 Pupils who are identified as having a need that is not affecting their progress are recorded on the 'Additional Needs' register. Examples of additional needs could be medical conditions, pupils previously recorded on the SEND register and pupils with diagnosed conditions, e.g. ASD or ADHD. These pupils will also have a Pupil Passport, and these are written using information gathered in exactly the same way as outlined in the points above.

3.2.12 Balcarras School takes the concerns of both parents and pupils very seriously and there are clear lines of communication where parents or pupils can raise any concerns about SEND. Initial concerns may be communicated via the pupil's tutor, Head of House or subject teacher. These members of staff will involve the SENDCo or Assistant SENDCo where concerns about gaps in progress cannot be closed with high quality teaching. These are recorded using CPOMs or Provision Map so this information can be used more formally in future My Plans or Learning Plans.

3.2.13 Pupils in the Sixth Form are not identified as having SEND as they did not fall behind at Key Stage 4, or they are not studying below Level 2. Therefore, they are not considered to have SEND. However, appropriate support continues in the Sixth Form as it should not be assumed that pupils working on higher level courses do not have any learning difficulties or disabilities that may need special educational provision. As such, any Pupil Passport written in Key Stage 4 becomes an Additional Needs Passport so teachers can continue to provide the support the pupil has received prior to entry into our Sixth Form. The monitoring of pupils with Additional Needs is carried out by the Sixth Form Team via meetings with parents, pupils and school staff. Any exam access arrangements that were in place during Key Stage 4 are reviewed and will, in most cases, remain whilst the pupil progresses into the Sixth Form.

3.3 The approach to teaching children and young people with SEND (Plan/Do)

3.3.1 All pupils have access to a broad and balanced curriculum. Our teachers follow The National Curriculum Inclusion Statement which states that teachers should set high expectations for every pupil, whatever their prior attainment. Working with the Head of Department, teachers use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

3.3.2 It is important to know that our whole-school culture is based on inclusion. We believe that pupils progress, learn and achieve when they are in a classroom with their peers and our exam results prove this is an effective strategy. We do not have a culture where pupils are removed from lessons to take part in learning outside the classroom. Every pupil with SEND has a coloured laminated timetable they can keep in their blazer pocket so they can refer to it throughout the day and attend every lesson. All pupils are taught and encouraged to progress and attain without barriers. Heads of Department are responsible for publishing details of how the curriculum is adapted or made accessible for pupils with SEND in each subject area. This information is available on the 'subject area' pages on the school website.

3.3.3 For most pupils, high quality teaching, using the strategies outlined on the Pupil Passport, will be provided within the classroom and managed by the subject teacher in the context of the inclusive curriculum. Some additional support, where available, may be provided in the classroom by teaching assistants working in partnership with the classroom teacher. The Pupil Passport outlines the following information:

- Pupil voice
- Strengths and interests
- Key Stage 2 SATs data

- On entry data: reading and spelling standardised score (SAS) and maths set
- Individual needs
- Classroom/Teaching Strategies
- Provision
- Strategies to encourage independence

3.3.4 There are times where additional provision is needed to support high quality teaching:

Classroom Provision

- In-class **teaching assistant** support deployed by classroom teachers to support pupils identified as needing scaffolding or metacognitive strategies.
- Access to **assistive technology**, e.g., laptop, iPad use in class, voice recognition software or reading pens.
- Access to **specialist equipment**, e.g., tables that can be lowered to accommodate pupils with physical disabilities in science or food technology, various equipment in food technology.
- Access to **additional learning materials**, e.g., accessed via the school VLE or Internet.

Literacy and Numeracy Provision

The Literacy and Literacy Lead uses Key Stage 2 SATs and on-entry reading data together with teacher assessment to identify Year 7 and Year 8 pupils who would benefit from literacy intervention.

The school uses QLA reports for each individual pupil to analyse Key Stage 2 SATs data. This produces a clear report on the area of numeracy need for pupils.

- Some Year 7 pupils are invited take part in the **Paired Reading/Maths Schemes**. Using the data outlined above, Year 7 and Year 8 pupils are partnered with a Year 12 reading or maths buddy. The Year 12 pupils are chosen having 'applied' for the position as they are required to formally write a letter outlining why they would be a suitable candidate to **s**upport a Year 7 pupil with their reading or numeracy. Paired Reading takes place throughout Year 7 and a reading assessment is carried out in Year 8 to assess the progress of the pupil. The progress of Paired Maths pupils can be monitored via in-class teacher assessments. A few Year 8 pupils who have been identified as needing further literacy/numeracy support will continue to participate in the Paired Reading or Paired Maths scheme. This intervention takes place during afternoon registration to avoid removing pupils from lessons.

- Some pupils, including those with EHCP outcomes relating to literacy and numeracy, may also have targeted and specialised intervention. This may include working one-to-one using the Read, Write, Inc. Fresh Start **Phonics Programme**. It may include one-to-one or small group **reading comprehension intervention** using a variety of resources. It may also include following a **pre-Key Stage programme**. Where possible, this intervention takes place during afternoon registration to avoid removing pupils from lessons.

- Some Year 8 pupils are invited to 'drop' French at the end of Year 7. Instead, they form a small group (10-12 pupils) who work through **a core skills programme** with qualified teachers. This is a two-year programme ending at the end of Year 9 enabling them to progress to GCSE courses.

SEMH Provision

We use The Graduated Approach for our SEMH provision depending on the individual needs of the pupil:

- Classroom based strategies: timeout card, seating arrangements, permission to doodle or fidget.
- The opportunity to meet and chat about problems (including bullying) with a trusted member of the school staff. This is normally the pupil's tutor or Head of House. Some pupils are allocated a teaching assistant who will mentor them once a week during afternoon registration.
- Talking Tuesday is an opportunity for identified pupils to meet regularly, one-to-one or in a small group, with a teaching assistant to discuss worries or concerns relating to school.
- Targeted, short-term, SEMH programme of intervention (with the ELSA practitioner) using strategies that may include Talk for Teenagers, Stress Buckets or Recipe for a Friend.
- The school Counsellor can work with pupils for 6-8 weeks, with parental consent and following a referral from the school SENDCo or Head of House.
- Referral to our CAMHS Young Minds Matter Team who provide early intervention work with individuals or small groups before the need for a referral to Core CAMHS.

Key Stage 4 Provision

- Study Support lessons are offered to some pupils on the SEND register in place of one GCSE option subject. During this time, pupils are supported to develop the independent study skills they will require for post-16 study. Once a fortnight, pupils are taught formally by a qualified teacher covering topics like revision techniques, managing exam stress, CV writing or applying for work experience.
- Pupils with prior lower attainment (including those with SEND) are taught in small classes (8 – 15 pupils) for maths, English and science.
- Pupils are offered revision classes in Year 11, before school, during lunch, after school and during study leave.
- A range of possible exam access arrangements (e.g. reader, extra time, scribe, etc) subject to meeting very specific JCQ criteria (see Exam Access Arrangements Policy). The Assistant SENDCo follows JCQ guidelines and a rigorous process so pupils who need exam access arrangements are given everything to which they are entitled.
- Pupils who are not making expected progress in Year 11 are invited to form a group who work closely with the Deputy Head Teacher. Regular monitoring of progress and rewards are used to close the attainment gap via regular group meetings, discussions, and data collection.
- Every pupil in Year 11 meets a member of staff who acts as a mentor. They meet three times a year to discuss progress, mock examinations, post-16 options and revision strategies.

Individual Provision

We recognise that pupils are individuals and, therefore, we are flexible in meeting individual pupil SEND needs via reasonable adjustments. Over the years we have provided a wide range of individualised provision including short-term online learning, mentoring and bespoke timetables.

Other Provision

- Homework Club is available for pupils every lunchtime. A teaching assistant is available for the duration to support pupils with any homework needs they have.
- The Individual Learning Department (Block 9) is open from 8:30am every day and staff are on duty to support any pupil who needs help throughout the day.

Meeting the needs of children with physical disabilities (PD) and sensory impairments (SI)

Balcarras School makes reasonable adjustments, including the provision of auxiliary aids and services for disabled pupils, to prevent them being put at a substantial disadvantage. The SENDCo, Assistant SENDCo, parents, pupils and other external services pay due regard to our anticipatory duty and regular meetings throughout the year enable us to do this. This is so thought can be given to what disabled pupils might require given in advance and any adjustments needed to prevent disadvantage.

The SENDCo, Assistant SENDCo and the teaching assistant responsible for physical disability (PD) or sensory impairment (SI) meet regularly to ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND. This prevents discrimination, promotes equality of opportunity and fosters good relations. As a result, pupils with SEND participate (with reasonable adjustments) in whole-school activities, school trips, extra-curricular activities, lessons with practical activities and curriculum days.

3.4 Arrangements reviewing children and young people's progress towards outcomes (Review)

3.4.1 We believe pupils should be at the heart of all their learning and their voice is imperative to enable us to meet their individual needs as part of the review process. Pupil voice is gathered in several different ways:

- Working with a teaching assistant to complete the 'My Profile' document.
- Attendance at parent/teacher meetings.
- Attendance at EHCP review meetings.
- 'Open door' policy throughout the school where pupils are encouraged to talk to a member of staff they trust.
- Participation in book scrutiny work with a senior member of staff.
- House Council meetings.

3.4.1 Pupil Passports are reviewed regularly at parents' evenings with the SENDCo or Assistant SENDCO together with the parent and pupil. Any updates are recorded on the Passport (highlighted in yellow) and dated. Parents, pupils and school staff are also encouraged to discuss any amendments to the Passport throughout the academic year.

3.4.2 The SENDCo and Assistant SENDCo are available, when requested, to attend SEND meetings with parents, pupils, the Pastoral Team, subject teachers and external agencies should concerns arise at other points in the year. Pupil Passports are then amended (highlighted in

yellow) and dated, to incorporate any decisions made at the meeting. Where concerns are more serious and continuous monitoring is needed, a My Plan or My Plan+ will be written following the Graduated Approach.

3.4.3 'Lunch and Learn' sessions are used to bring together school staff who work with pupils identified as having emerging or changing SEND needs. These are led by the SENDCo and Assistant SENDCo who then communicate any ideas generated from sharing practice and strategies with the pupil and parents via the Pupil Passport.

3.4.4 School meetings are used to review progress:

- Staff meetings are used by the SENDCo and Deputy Head Teacher to highlight gaps in pupil progress using data collected at regular intervals throughout the year. This data is shared, discussed and used to inform the planning of 'Lunch and Learn' meetings and learning plans for the forthcoming term.
- Weekly Pastoral Team meetings are used to identify pupils with emerging SEMH needs and planning takes place for the implementation of The Graduated Approach.
- Heads of Department use meetings to discuss pupil progress with their department team using 'internal' data. Department strategies, adaptive teaching and provision can then be used to close the gaps in pupil progress via The Graduated Approach. Following reviews, if gaps in progress continue, then the Head of Department will liaise with the SENDCo to discuss the next steps.
- The SENDCo is regularly invited to join the Senior Management Team to discuss and review department developments and strategies/provision needed.
- The key members of the Individual Learning Department (outlined in A.3) meet every term to review and discuss progress in the key areas of SEND.
- The SENDCo and Assistant SENDCo meet every week to discuss new referrals, individual pupils and to plan the week ahead.
- Informal continuous SEND development happens every day in school. The SENDCo and Assistant SENDCO offer an 'open door' policy where any staff member can discuss individual pupils and their needs.

3.4.5 EHCP reviews take place each year and parents/carers and pupils attend every review. Throughout the review, the parents/carers and pupils are also invited to give their views. As a result, amendments are made to the document throughout the meeting. The Local Authority Case Worker and any other professionals involved in supporting the pupil are also invited to the review meeting. The SENDCo completes the annual review paperwork and this is then submitted to the Local Authority by the Individual Learning Department Administrator. The school co-operates with the Local Authority and the individual needs of pupils with SEND are met by working in partnership. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

3.4.6 Learning walks and work reviews are used regularly by the Senior Management Team, the SENDCo, Assistant SENDCo and Heads of Department and they carefully review the quality of teaching for all pupils, including those with SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils with SEND.

4. Working in partnership with others to meet the needs of children with SEND

4.1 Partnership working with parents (including carers)

4.1.1 In accordance with the SEND Code of Practice 2015, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice.

4.1.2 The school recognises that working with parents will build a supportive relationship and it will empower parents to: information:

- Build confidence in the actions being taken by the school.
- Increase understanding in the approaches and teaching strategies that are being used, therefore strengthen the impact of SEND support.
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Provide an opportunity to share their concerns and, together with the teacher, agree their aspirations for their child.
- Have access to information, advice and support during assessment and any related decision-making processes about SEND provision.

4.1.3 The school is committed to working with parents and keeping them fully informed of the school's, Local Authority's, and post-16 providers' procedures.

4.1.4 Parents are made welcome in the school and are invited to attend meetings regarding their child. Appointments can be made with the SENDCo or Assistant SENDCo for information and advice prior to any transition. The SENDCo and Assistant SENDCo are also available at the Open Evening, the new Year 7 Parents' Evening and every school Parents' Evening.

4.3.5 To make communications effective the school:

- Recognises the need for flexibility in the timing and structure of consultation meetings.
- Provides a variety of methods for parents to express their views.
- Respects the differing needs parents themselves may have, such as a disability or communication difficulties.
- Recognises the personal investment of parents and is aware of their feelings.
- Ensures that parents understand procedures, and that they are aware of how to access the support required to prepare their contributions for discussion well before meetings.

4.2 Arrangements for SEND in-service training

4.2.1 It is school policy to provide appropriate professional development for the SENDCo, Assistant SENDCo, teaching assistants and other staff according to needs identified in the School Improvement/Development Plan and as part of the staff appraisal process.

4.2.2 Relevant local and national courses/conferences, including cluster meetings, are attended by the SENDCo. The school has been awarded Teaching School Hub status and the SENDCo is involved in the delivery of training to other local providers.

4.2.3 The school supports staff for externally accredited courses, e.g., Training for Readers, Scribes, EAA Invigilators and other Facilitators in Exams and Level 2/3 Teaching Assistant Qualifications.

4.2.4 In-school training sessions or 'Lunch and Learn' meetings are held for individuals and groups of staff by the SENDCo and Assistant SENDCo, e.g., sessions about teaching pupils with Autism or ADHD and understanding the Graduated Approach.

4.2.5 Training for ECTs, trainee teachers and staff new to Balcarras School is provided throughout the school year. Sessions have included: effective deployment of teaching assistants; adaptive teaching strategies and metacognition and self-regulated learning based on EEF research and materials.

4.2.6 SEND features as an agenda item at every staff meeting, department meeting, curriculum committee meeting and pastoral meeting.

4.2.7 The SENDCo and Assistant SENDCo act as advocates for pupils with SEND by representing their views in whole-school initiatives, e.g., work scrutinies and working groups on marking and feedback.

4.2.8 The staffroom SEND VLE pages are a comprehensive source of SEND information for all staff including pages on 'an inclusive classroom' and 'making a neurodiversity referral.'

4.3 Links with other agencies, organisations, and support services

4.3.1 If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, following written consent from parents/pupils. External support services play a key role, as part of The Graduated Approach in helping the school identify, assess, make provision for, and review the progress of pupils with SEND. The SEND Code of Practice 2015 emphasises the importance of multi-agency working and the contribution from education, health, and care professionals.

4.3.2 The school may seek advice from the specialist Advisory Teaching Services for pupils with cognition & learning, sensory impairment, communication and interaction or physical difficulties. The Advisory Teaching Service provides specialist support to maximise educational opportunities via professional liaison and multi-agency working. They support the school and parents in understanding a pupil's specific learning needs and the provision required to meet them.

4.3.3 The school has a service contract with a Gloucestershire Local Authority Educational Psychologist (EP). Each term the SENDCo and Assistant SENDCo work with the EP with a focus on early identification of needs and the provision needed in school to support pupils with SEND. The EP can also give statutory advice for pupils in the school and for pupils in school who already have an EHCP. In addition, the EP can support the process by reviewing outcomes to inform the EHCP Annual Review.

4.3.4 The school liaises with a range of mental health services, including Teens in Crisis (TIC+), Young Minds Matter and CAMHS, to identify and provide help for pupils experiencing social, emotional, mental health difficulties. The SEND Team will also make referrals to the CAMHS Neurodiversity Team should the school and/or parent feel a neurodiversity assessment should be carried out on a pupil.

4.3.5 The SEND Team liaises regularly with the school Safeguarding Team regarding any safeguarding concerns associated with pupils with SEND. Where appropriate, the SENDCo will liaise regularly with a Head of House when a pupil with SEND is subject to a Child in Need (CIN) or Child Protection (CP) plan. This can include attending strategy meetings, child protection conferences and core group meetings. The members of staff with responsibility for safeguarding and Looked After Children are named in the Safeguarding Policy.

4.3.6 When there are concerns about health needs, referrals by the SEND and Pastoral Team can be made to the school Nurse where appropriate. The school Nurse visits the school every week. In addition to the school Nursing Team, the SEND Team will also liaise with other health care professionals, including GPs, psychiatrists, physiotherapists, occupational therapists and hospital consultants.

4.3.7 The school has an Education Welfare Officer (EWO) who supports the school to maintain high attendance levels and the SENCO/Assistant SENDCo will liaise with the Pastoral Team and EWO when there are attendance concerns regarding a pupil with SEND.

4.3.8 The school employs a counsellor to support pupils with social, emotional and mental health needs. Pupils are referred by the Pastoral Team or SENDCo with the permission of the pupil and their parents.

4.3.9 The SEND and Pastoral Teams also work closely with Gloucestershire Early Help and the school's Early Help Co-Ordinator (EHCO). As part of The Graduated Approach referrals to Early Help can be made to enable pupils and their families access to a wide range of services, including providing family support workers, mentors and parenting classes.

4.3.10 Referrals can also be made to the Local Authority Inclusion Team by the SENDCo or Pastoral Team. The school has an allocated 'Outcome Co-ordinator,' who visits the school regularly to advise on The Graduated Approach and organise for the right professionals to be involved promptly in supporting the pupil so that their needs are met early in the process.

4.3.11 The Assistant SENDCo holds a Level 7 postgraduate qualification which entitles her to act as a specialist assessor for exam access arrangements. The Assistant SENDCo regularly attends updates on JCQ guidelines and the EAA are subject to JCQ inspection annually. The Assistant SENDCo works in close liaison with the school Exams Officer.

4.3.12 The school recognises that parents and pupils must always be informed when the school wishes to carry out multiagency working. Parents and pupils will be asked to sign a 'consent to share' form to enable the school to share information about the pupil and invite other agencies to review meetings as part of The Graduated Approach. Pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions. Copies of all paperwork are shared with parents/carers and securely stored electronically on the school systems.

4.3.13 Balcarras School is a member of the Balcarras Trust. The SENDCos from the schools within the Trust meet regularly to share good practice and develop expertise and understanding of SEND priorities.

4.4 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

4.4.1 As a pupil prepares to transition between phases of education from primary school to secondary school the SENDCo or Assistant SENDCo will endeavour to attend all annual EHCP reviews for pupils who choose Balcarras School as their mainstream secondary school at the review. For more information on this transition process please see sections B.2.2 through to B.2.5.

4.4.2 High aspirations are crucial to success and therefore discussions about longer term goals start early and focus on the pupil's strengths and capabilities and the outcomes they want to achieve. All professionals working with pupils with SEND share high aspirations and have a good understanding of what support is effective in enabling young people to achieve their ambitions.

4.4.3 As pupils prepare for adulthood, EHCP outcomes from Year 9 onward will reflect their ambitions, which could include higher education, employment, independent living, and participation in society. The outcomes include those needed to make successful transitions between phases of education and to prepare for adult life.

4.4.4 A summary of career provisions specifically for SEND pupils can be found in the list below. More detailed careers information can be found on the Careers pages of the school VLE.

- Year 9 Options Evening: an opportunity for parents and pupils to discuss possible GSCE choices with subject teachers and the SENDCo or Assistant SENDCo.
- Year 10/11 study support lessons: another opportunity for pupils to work in a small group preparing for adulthood activities, e.g. applying for a job, revision techniques and managing your mental health.
- Year 10 practice interviews: pupils with SEND are supported by a teaching assistant to take part in a practice interview with an external interviewer.
- Year 10 work experience: the SEND Team liaises closely with parents and the Careers Team to ensure every pupil in the school has a suitable placement for work experience.
- Year 11 one-to-one careers interviews: pupils with SEND will have regular one-to-one interviews with an independent careers advisor and the careers team until they have secured a post-16 placement.
- Year 11 mentor: SEND pupils will have a carefully selected mentor to meet with them one-to-one to discuss post-16 options.
- Careers Week: an opportunity for all pupils to immerse themselves in possible career opportunities via guest speakers, a careers fair, classroom-based and web-based activities.
- Personal development lessons (using adapted teaching strategies and teaching assistant support, when needed): covering everything needed to embark on a career, including lessons on apprenticeships, job opportunities, post-16 courses and CV writing.

- The careers pages on the school VLE provide a very comprehensive source of information. SEND pupils are directed to use these resources, with teacher/teaching assistant support, in tutor time and study support lessons.

4.4.5 Balcarras School will engage with secondary schools or FE providers as necessary to help plan the transition of a pupil with SEND to post-16 education. Representatives are asked to attend EHCP annual reviews, when appropriate, so post-16 provision can be discussed. Following successful applications, pupils with SEND are invited to special transition days/visits to support their transition to the new setting.

4.4.6 If a pupil transfers to another school (pre-16), information will be transferred to the receiving school as soon as a placement has been confirmed and the information has been requested following the receipt of a 'Consent to share' form from the pupil's parents/carers. Incoming pupils' SEND information is requested from previous schools, including any details of confirmed exam access arrangements.

4.4.7 When a pupil with SEND leaves Balcarras School (age 16 +) consent to share their SEND information, including any exams access arrangements, is gained from the pupil prior to sharing any information with another education provider. Balcarras School will wait until the placement is fully confirmed before sharing information.

5. Additional information including complaints procedures

5.1 Health & Safety

5.1.1 Pupils with a physical disability may have individualised care plans written in consultation with the pupil, their parents, teaching assistants and the Advisory Teaching Service (ATS) as follows:

- Manual Handling & Risk Assessment.
- Intimate Care Plan.
- Personal Emergency and Evacuation Plans (PEEP).
- Additional Risk Assessments for school trips.
- Health & Safety in practical lessons and at unstructured times.

5.1.2 The school is equipped with the following specialist equipment:

- 4 Evac chairs for assisting individuals with physical disabilities out of the buildings in the case of fire or emergency;
- A mobile hoist for manual handling; and
- Several height adjustable tables.

Pupils with a physical disability are encouraged to be independent but have the Learning Support Centre as their central point for contacting members of the support team should they need to get hold of an adult at any time. The school also has an Accessibility Plan which is stored on the school's shared area, the U:drive.

5.1.3 The teaching assistant with responsibility for these pupils arranges a rolling programme of training for all appropriate personnel. In addition to this, the teaching assistant will also organise the servicing of specialist equipment and liaises with the relevant health care professionals, e.g. physiotherapists, when needed.

5.1.4 Pupils who present with particularly challenging behaviour may have a Risk Assessment put in place so that all staff know how to prevent and, if necessary, manage those behaviours.

5.2 Evaluating the effectiveness of the school's SEND provision

5.2.1 The whole school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND Policy, Information Report & Local Offer are reviewed and updated on an annual basis.

5.2.2 The school employs a series of methods to gather data for analysis including:

- Observation of teaching.
- Analysis of the attainment and achievement of pupils with SEND.
- The views of parents and pupils at progress and review meetings.
- Key Stage 3 teacher-assessed grades, GCSE and A Level results.
- Post-16 destinations of pupils with SEND.
- Maintenance of assessment records, e.g. reading and spelling ages that illustrate progress over time.

- Meetings with Heads of Department, Pastoral Team and teaching assistants.
- Appraisal meetings.
- Departmental Development Plans.
- School Development Plan.

5.2.3 Following the collection of data, including SEND data, the SENDCo reports annually to the Senior Management Team and the Governing Body on the department's successes and identifies aspects for future development.

5.3 Arrangements for handling complaints from parents of children with SEND about the provision made at the school

5.3.1 All complaints are treated seriously and follow the process outlined in the school complaints procedure.

5.3.2 Any initial concerns or complaints regarding SEND provision at the school can be directed to the school SENDCo.

5.3.3 If concerns persist then the SEND Line Manager and/or Governing Body will act to mediate between the parents and the school.

5.3.4 In addition to this process parents can contact the Local Authority EHCP Case Worker directly regarding any complaints relating to an EHCP:

- Years 7: Catherine Bushnell, email: Sophie.yeates@gloucestershire.gov.uk
- Years 8+: Lisa Warwick-Smith, email: lisa.warwick-smith@gloucestershire.gov.uk

5.3.5 Continued failure to resolve concerns will lead to a referral to SENDIASS for independent support and advice. The address can be obtained from the school.

6. Further information

6.1 Gloucestershire's Local Offer for Parent & Carers

The Local Offer is a central source of information on services available for children and young people between 0 and 25 years old with Special Educational Needs and Disabilities (SEND) and their families in Gloucestershire. It includes specialist activities and support.

Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers

6.2. SENDIASS Gloucestershire

This organisation provides free, confidential and impartial advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS Gloucestershire | Special Education & Disability (sendiassglos.org.uk)

7. Appendix 1 – Key Terms and Glossary

ADHD . . . . . Attention Deficit Hyperactivity Disorder

ATS . . . . . Advisory Teaching Service

CAMHS . . . . . Child and Adolescent Mental Health Services

EAA . . . . . Exams Access Arrangements

ECT . . . . . Early Career Teacher (formerly Newly Qualified Teacher, NQT)

EHCP . . . . . Education, Health and Care Plan

EP . . . . . Educational Psychologist

FE . . . . . Further Education

GP . . . . . General Practitioner

The Graduated Approach – see 3.2.7

HLTA . . . . . Higher Level Teaching Assistant

JCQ . . . . . Joint Council for Qualifications

Learning Plan . . .A plan written to meet identified cognition and learning needs.

My Plan . . . . . Level 2 Additional Support: the pupil's needs can be met through by the school, working jointly with another agency.

My Plan + ... Level 3 Intensive: the pupil's needs are more complex and may require an assessment to understand the range, depth or significance of the needs which may require a more intensive response; this response can be provided through a My Assessment and subsequent My Plan +.

NASENCo . . . . . National Award for Special Educational Needs

PD . . . . . Physical Disability

PEEP . . . . . Personal Emergency Evacuation Plan

SATs . . . . . Statutory Assessment Tests

SEMH . . . . . Social, emotional and mental health

SENDCo . . . . . Special Educational Needs Co-ordinator

SEND . . . . . Special Educational Needs and Disabilities

SI . . . . . Sensory impairment: hearing or sight

SMT . . . . . Senior Management Team

TA . . . . . Teaching Assistant