

*Where a love of learning grows\**



## **SEN Policy 2023**

**School Name:** Birch Wood School

**Policy owner:** Rosalind Hopkins

**Review Date:** September 2023

**Next Review Date:** September 2024

**Date Ratified by Chair of Governors:**

**Chair of Governors Signature:**

**Chair of Governors Print:**

## Our Aims

Birch Wood School's SEN policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#). It has been written with reference to the following guidance and documents:

- Equality Act 2010 which provides the school's duties to make reasonable adjustments for pupils with disabilities
- School SEN Information Report regulations (2014) which provides statutory guidance on Supporting pupils at school with medical conditions April 2014
- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for young people with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all young people whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The policy has been was then finalised by the SENCO in consultation with the Executive Head Teacher, Governing body, parents, carers, pupils and staff at the school. The SENCo is a qualified teacher, a member of the Senior Leadership Team and completed the National SENCo Award at the University of Northampton.

Birch Wood School is committed to ensuring that the necessary provision is made for every pupil in the school's community. The school is passionate about inclusive education for all and welcomes a diversity of culture, religion and cognitive ability, striving to meet the needs of all young people from 4-19 with a learning difficulty, disability, disadvantage or special educational needs.

The Code of Practice (2014), states that 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 fulling lives, and
- make a successful transition into adulthood

Birch Wood School believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate

curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning
- Include young people with SEN and their parents or carers in discussions and decisions about the support and provision for the young person.

## Objectives

In line with the Code of Practice, Birch Wood School will:

- ensure the SEN Code of Practice, the Equality Act and the guidance in Removing Barriers to Achievement are implemented effectively across the school.
- ensure equality of opportunity for each pupil.
- meet the individual needs of each pupil and attend to the development of the “whole person”.
- provide a broad, balanced and relevant curriculum and a stimulating and exciting learning environment.
- encourage independence and initiative and to develop pupil’s communication at all levels.
- foster dignity and self-respect and an appreciation and awareness of all human achievement.
- work in partnership with parents providing opportunities for sharing views both formally and informally.
- seek opportunities for inclusion within schools and the local community.

## Our Vision and Values

Birch Wood School’s vision is that we design and deliver an education that ‘ENABLES’:

E – Empowering students for independent lives  
N – Nurture  
A – Aspire and Achieve  
B – Belonging  
L – Love of learning grows  
E – Engages and interact  
S – Safe and happy

Through this ethos, we will improve the outcomes for every child with SEN in all areas outlined in the Special Educational Needs Code of Practice. This will be achieved through achieving these outcomes:

- Removing barriers to achievement and providing a personalised curriculum to meet the needs of the individual.
- Regular monitoring of progress and development of all students throughout the school.
- Enabling an inclusive environment so that all students join in with activities together.
- Professional development of teaching and support staff in the area of SEN is key to the quality of teaching and learning.
- Providing high quality teaching that is differentiated and personalised to meet the individual’s needs.

- Ensuring that all governors are up to date and knowledgeable about the school's provision. Involving the full Governing body in the future development and monitoring of this policy

## Roles and responsibilities

### The SENCO

The SENCO at our school is Tom Bradley-Hewell

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Deputy Head of Quality of Education, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the executive headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

### The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Determine their approach to using their resources to support the progress of pupils with SEND

### **The Chair of Governors**

The SEND link governor is Sue Herlihy

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the executive headteacher and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school

### **The executive headteacher**

The executive headteacher will:

- Work with the senior leadership team and Chair of Governors to determine the strategic development of the SEND policy and provision within the school
- Work with the senior leadership team and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- With the senior leadership team, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the senior leadership team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

### **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs
- The progress and development of every young person in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers will be:

- Invited to termly meetings to review the progress that is in place for their child
- Asked to provide information about the progress of their young person and the Education, Health and Care Plan on an annual basis during the young person's annual review.
- Provided an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the young person.

## The young person

Young people will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the young person:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending annual review meetings
- Giving feedback on the effectiveness of interventions

The young person's views will be taken into account in making decisions that affect them, whenever possible.

## Inclusion and equal opportunities

At Birch Wood school we strive to create an inclusive teaching environment that offers all young people, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We take great pride in our enrichment programme at Birch Wood School to provide young people with opportunities to engage with potentially inaccessible opportunities. Young people will have a wide range of opportunities throughout their educational journey at Birch Wood including educational trips and visits and residentials, this will develop character, resilience and motivation, and encourage them to pursue wider goals.

## Identification and assessment of special educational needs

Birch Wood School is committed to working with a number of agencies in the early support of young people who present with special educational needs. We work with local nurseries, multi-agency staff and local schools to ensure a smooth transition and sharing of information for young people transitioning to Birch Wood School. As part of our outreach programme, we work closely with our local and wider community in the support of best practice for young people with special educational needs.

## Admission arrangements

Young people will be admitted to Birch Wood School subject to the following conditions: i) the school is suitable for the age, ability, aptitude or SEN of the child or young person concerned ii) the attendance of the child or young person at Birch Wood School would be compatible with the provision of efficient education of others at the school iii) an EHCP has been completed iv) parents or carers request admission of a pupil at Birch Wood School v) an Admissions Panel agrees to the admission

More information regarding admissions can be found within our [admissions policy](#) which is on the school website.

## SEN Information Report

Birch Wood School publishes a SEN information report on the school website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Deputy Head of Quality of Education will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## Safeguarding

Birch Wood School is a school that ensures strong safeguarding practices. We are aware that the young people who attend Birch Wood School may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge. We ensure that our staff receive annual safeguarding training and weekly safeguarding briefings.

## Parental Involvement

Parents' contribution to their child's education is seen as invaluable. They are involved in termly consultations and annually at the review of the student's EHCP. Our SEN Information Report provides more information.

In addition the school:

1. Provides training activities for parents and carers.
2. Offers practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.
3. Provides opportunities and a room for parents to meet with other professionals e.g. speech therapist, paediatrician, teacher of hearing/ sight impaired, physiotherapist.
4. Provides support and communication through the Family School Link Worker who will support parents/carers in supporting students in their home environment.

## Monitoring the policy

This policy will be reviewed by the SENCO annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

## School Procedures

Systems are in place to:

1. Review Positive Behaviour Support Plans.
2. Carry out statutory review procedures.
3. Conduct emergency/ interim reviews where necessary.