



# **Bowden House School**

## **SEND Policy**

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## Statement of intent

Bowden House School values all students and celebrates diversity of experience, interest and achievement. All students need to experience praise, recognition and success and students with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide high-quality education and care to all of its students.

Through successful implementation of this policy, the school aims to:

- eliminate discrimination
- promote equal opportunities
- foster good relationships amongst students

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- the involvement of students and their parents/carers in decision-making
- the identification of students' needs
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of students with SEND
- greater choice and control for students and their parents/carers over their support
- successful preparation for adulthood, including independent living and further education, training or employment.

Review date : October 2021

Signed by:

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Chair of Governors

Date:

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## 1. Legal framework

1.1. This policy has due regard to all relevant legislation including but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting students at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. This policy operates in conjunction with the following school policies:

- Admission Policy
- Equality & Diversity for Students
- Confidentiality Policy
- GDPR/DSAR/Privacy Notices Policies
- Health & Well-being including First Aid and Medicines Administration
- Safeguarding & the Protection of Children Policy
- Careers Programme Information Policy
- Behaviour & Behaviour Management Policy
- Complaints Procedures Policy
- Accessibility Plan

## 2. Identifying SEND

All students attending Bowden house School have been identified as having SEND with their needs detailed within an EHC Plan.

## 3. Definitions

- 3.1. for this policy, a student is defined as having SEND if he has a:
  - significantly greater difficulty in learning than most others of the same age
  - disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age
- 3.2. under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities
- 3.3. the school reviews how well equipped it is in providing support across the following areas
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health difficulties
  - sensory and physical needs – students at this school do not have a physical disability

### Communication and interaction

- 3.4. students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want; they cannot understand what is being said to them or they do not understand or use social rules of communication
- 3.5. The school recognises that:
  - students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction
  - the profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.
- 3.6. The SENCO will work with students, parents/carers, and the school's Speech & Language Therapist to ensure students with SLCN reach their potential.

## Cognition and learning

- 3.7. students with learning difficulties may have experienced frequent breakdowns of school placements and therefore require additional support – the school will offer learning support from the Emotional Well-being and Intervention Team
- 3.8. Specific Learning Difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Social, Emotional and Mental Health (SEMH) difficulties

- 3.9. the students of this school may experience a wide range of social, emotional and mental health difficulties that manifest themselves in many ways, including becoming withdrawn, isolated or displaying challenging, disruptive and disturbing behaviours. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression; family breakdown/disruption; early years or on-going trauma. The school has an experienced, skilled staff team to support students with these difficulties
- 3.10. the school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence student behaviour and the school's Behaviour & Behaviour Management Policy details the range of intervention/supportive strategies that help students manage the effect of any disruptive behaviour to limit any damage to themselves, others or to property

## Sensory or physical needs

- 3.11. impairments that prevent or hinder students from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
  - some conditions can be age-related and can fluctuate over time
  - a student with a disability is covered by the definition of SEND if they require special educational provision
- 3.12. under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
  - a tendency to set fires
  - a tendency to steal
  - a tendency to commit physical or sexual abuse towards others
  - exhibitionism
  - voyeurism
- 3.13. the school recognises, however, that students who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

## 4. Objectives

4.1. the school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- to follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- to monitor the progress of all students to aid the earliest possible identification of SEND

This section is included for information only as all students who attend this school are subjects of an EHC Plan so identification and action would have taken place prior to the students being admitted to this school

## 5. Roles and responsibilities

5.1. The Governing Body will be responsible for:

- communicating with students and their parents/carers when drawing up policies that affect them
- securing the special educational provision called for by a student's SEND
- designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision
- appointing a designated teacher for LAC, where appropriate
- making reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- taking necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal & Diversity Policy for Students
- preparing the arrangements for the admission of students with SEND and the facilities provided to enable access to the school
- regularly monitoring the school's policies and procedures, to review their impact on students with SEND, including their mental health and wellbeing.
- preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- publishing annual information setting out the measures and facilities to assist access for students with disabilities on the school's website
- publishing annual information about the arrangements for the admission of students with SEND; the facilities provided to assist

students with SEND and the school's Accessibility Plan on the school's website

- developing complaints procedures which will be made known to parents/carers and students
- negotiating suitable, full-time education from the sixth day of a fixed permanent exclusion of a student with SEND, in line with their EHC Plan, if necessary
- ensuring arrangements are in place to support students at school with medical conditions, in line with the school's Health & Well-being including First Aid and the Administration of Medicines Policy
- appointing an individual Governor or sub-committee to oversee the school's arrangements for SEND
- preparing the SEND information report and publishing it on the website.

5.2. The Headteacher will be responsible for:

- ensuring that those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them
- ensuring that teachers and care staff monitor and review students' progress during the academic year
- liaising with the LA during annual EHC plan reviews
- ensuring that the SENCO has sufficient time and resources to carry out their functions
- providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- assisting the Governing Body in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the students are fully understood by relevant school staff
- regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements
- ensuring that education staff understand the strategies to identify and support vulnerable students
- ensuring teachers have an established understanding of different types of SEND
- ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with SEND
- ensuring that students with SEND and their parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans



- establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students
- consulting health and social care professionals, students and parents/carers to ensure the needs of students with medical conditions are effectively supported
- keeping parents/carers and relevant education and care staff up-to-date with any changes or concerns involving a student, considering the school's Confidentiality Policy
- reporting to the Governing Body on the impact of SEND policies and procedures, including on students' mental health and wellbeing
- ensuring that the SENCO is provided with training, with an emphasis on mental health

5.3. The SENCO will be responsible for:

- collaborating with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school
- working with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- the day-to-day operation and implementation of the SEND policy
- coordinating the specific provision made to support individual students with SEND/EHC plans
- advising on a graduated approach to providing SEND support
- liaising with the parents/carers of students with SEND
- being a key point of contact for external agencies, especially the LA and children's social care
- drawing up a one-page profile of a student with SEND
- providing professional guidance to colleagues and working closely with staff members, parents/carers and other agencies
- being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family
- ensuring that all students take part in activities run by the school
- ensuring that the school keeps the records of all students in line with the school's Data Protection Policy
- participating in training and CPD opportunities, some of which emphasise mental health
- providing training to relevant education/care staff
- supporting teachers and care staff in the further assessment of a student's particular strengths and weaknesses and advising on effective implementation of support.

5.4. Teachers will be responsible for:

- planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and where appropriate, the students themselves
- setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving
- ensuring every student has access to the full national curriculum
- being accountable for the progress and development of the students in their class.
- being aware of the needs, outcomes sought and support provided to the students
- understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO
- keeping the SLT, ELT and relevant others, up-to-date with any changes in behaviour, academic developments and causes of concern.

## 6. Children with specific circumstances

### LAC

- 6.1. students in this school who are being accommodated or who have been taken into care by the LA, are legally defined as being 'looked after' by the LA
- 6.2. the school recognises that some students that have SEND might also be LAC
- 6.3. the school has a designated member of staff for coordinating the support for LAC
- 6.4. that role in this school is carried out by the SENCO

### EAL (for information)

- 6.5. the school will give particular care to the identification and assessment of the SEND of students whose first language is not English
- 6.6. the school will consider the student within the context of their home, culture and community
- 6.7. where there is uncertainty about an individual student, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist
- 6.8. the school appreciates having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it

will not be assumed that their language status is the only reason; they may have SEND

- 6.9. the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **7. Admissions**

- 7.1. the school will ensure it meets its duties set under the 'School Admissions Code' and its own Admissions Policy
- 7.2. all students in this school are subjects of EHC plans and are admitted when the school is confident it can meet the SEND needs
- 7.3. arrangements for the fair admission of students with SEND are outlined in the Admission Policy and published on the school website.

## **8. Involving students, parents and carers in decision-making**

- 8.1. parents/carers will be encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon
- 8.2. parents/carers will always be formally notified when the school provides their child with support and when this changes
- 8.3. decisions on whether the school will commission added provisions not available in the school, will be discussed thoroughly with the relevant LA Department, parents/carers and when appropriate, the student concerned
- 8.4. the planning that the school implements will help parents/carers and students express their needs, wishes and goals and will:
- focus on the student as an individual, not allowing their SEND to become a label
  - be easy for students and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon
  - highlight the student's strengths and abilities
  - enable the student and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
  - tailor support to the needs of the individual
  - bring together relevant professionals to discuss and agree plans following an Annual Review of the EHC plan, PEP or Leavers' Review

- 8.5. the relevant staff members, supported by the SENCO, will meet with students and their parents/carers for the Annual Review of the student's EHC plan to set clear outcomes and identify additional support, where required,

## **9. Joint commissioning, planning and delivery**

- 9.1. the school is committed to ensuring that its students can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 9.2. the school will work closely with local education, health and social care services to ensure students get the right support as well as utilise its own internal resources
- 9.3. the school will work with the LA in carrying out its statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014)
- 9.4. the school will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:
- population and demographic data
  - prevalence data for different kinds of SEND among children and young people at the national level
  - the numbers and types of settings locally that work with or educate/care for students with SEND.
  - an analysis of local challenges or sources of health inequalities.
- 9.5. the school's Data Protection Policy will be adhered to at all times.
- 9.6. the school will plan, deliver and monitor services against how well outcomes have been met, including but not limited to:
- improved educational progress and outcomes for students with SEND
- 9.7. where students also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan
- 9.8. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes

## **10. Funding**

- 10.1. the school will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students

- 10.2. personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a student has an EHC plan.

## **11. Local Offer (for information)**

- 11.1. In developing and reviewing the Local Offer, the school will adopt the following approach:
- collaborative: the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services
  - accessible: the published Local Offer will be easy to understand, factual and jargon-free. It is structured in a way that relates to students' and parents/carers' needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised
  - comprehensive: parents/carers and students will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions
  - up-to-date: when parents and students access the Local Offer, the information will be up-to-date.

## **12. Training**

- 12.1. relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate
- 12.2. training will cover both the mental and physical needs of the students
- 12.3. the training offered will be delivered to ensure equality, diversity, understanding and tolerance
- 12.4. mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

## **13. Promoting mental health and wellbeing**

- 13.1. the school will follow its Health & Well-being; First Aid and Administration of Medicines Policy
- 13.2. the curriculum for RSHE will focus on promoting students' resilience, confidence and ability to learn

- 13.3. positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and improve self-esteem
- 13.4. the school will take advantage of its range of highly specialised staff where a student requires such support
- 13.5. where appropriate, the school will support parents/carers in the management and development of their child
- 13.6. staff and peer mentoring will be used to encourage and support students suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee
- 13.7. for students with more complex problems, additional in-school support will include:
  - additional one-to-one support in a nurture setting
  - support from the school's Speech & Language Therapist
  - one-to-one therapeutic work with the school's Specialist CAMHS Practitioner or other CAMHS professionals
  - an IHP. All schools must comply with the statutory duty of caring for students with medical needs
  - providing professional mental health recommendations
  - family support from the school's Student & Family Co-ordinator
- 13.8. the school will focus on work that helps to build self-esteem and self-regulation with the aim of addressing disruptive behaviour. All staff are trained in Positive Handling (Team Teach)

#### **14. EHC plans**

All students attending Bowden House School are subjects of EHC plans

- 14.1. the school will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them
- 14.2. the school will provide a high standard of education and care to all its students
- 14.3. the school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- 14.4. the school will take steps to ensure that students and parents/carers are actively supported in reviewing EHC plans.

#### **15. Reviewing the EHC plan**

- 15.1. The school will:

- cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA
- ensure that the appropriate people are given at least four weeks' notice of the date of the meeting and provision of reports/advice, etc
- contribute any relevant information and recommendations
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting including contact via Zoom, if necessary
- lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents/carers
- provide the LA and parents/carers with any evidence to support any proposed changes to the EHC plan

## 16. Safeguarding

16.1. the school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that students with SEND:

- have the potential to be disproportionately impacted by behaviours such as bullying
- may face additional risks online, e.g. from online bullying, grooming and radicalisation
- are at greater risk of abuse, including but not limited to, neglect and sexual violence or harassment.

All students have been given a detailed information 'flyer' on how to keep themselves safe on-line

16.2. the school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, though are not limited to, any communication difficulties the student may experience and the common assumption that indicators of possible abuse are related to the student's complex needs or disability without further exploration, e.g. peer group isolation, injury and changes to behaviour and mood

16.3. the Headteacher and the Governing Body will ensure that the school's Safeguarding & the Protection of Children Policy reflects the fact that these additional barriers can exist when identifying abuse

16.4. care will be taken by all staff in noticing any changes in behaviour or mood or any injuries and these indicators will be investigated by the DSL in collaboration with the SENCO

## **17. Supporting successful preparation for adulthood**

- 17.1. the school will ensure that students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to further education/training or employment. The school will engage with providers, as necessary, to help plan the transition to college placements
- 17.2. the school will maintain responsibility for those students who move to or remain in the post-16 Unit of the school but will provide necessary reports, etc to any educational setting that they are transferring to, if necessary
- 17.3. if a student has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provision
- 17.4. the school will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of FE/training or employment, independent travel as well as learning to take responsibility for their health, where they will live, their relationships, their finances, social integration and independence
- 17.5. the school will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:
  - discussing preparation for adulthood in planning meetings with students and parents/carers from Year 8
  - helping students and their parents/carers prepare for the change in legal status once a student is above compulsory school age
  - ensuring that careers advice and information provides high aspirations and a wide range of options for all students
  - helping students and parents/carers understand and explore how the support they will receive in school will change as they move into different settings and what support they are likely to need to achieve their ambitions
  - securing access to independent, face-to-face support for all students to make successful transitions.
- 17.6. The school's Careers Programme Information Policy will include details on how the school will work with all students to ensure they are prepared for moving into further education/training or employment and life in the wider community

## **18. Data and record keeping**

- 18.1. The school's records will:
  - include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students



- maintain an accurate and up-to-date register of the provision made for all students
  - detail all the provisions the school makes which is different or additional to that offered through the school curriculum
- 18.2. the school keeps data on the levels and types of need within the school and makes this available to the LA, if requested
- 18.3. the SEND Information Report will be prepared by the Governing Body and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.
- 18.4. all information will be kept in accordance with the school's Data Protection Policy.

## **19. Confidentiality**

- 19.1. The school will not disclose any EHC plan without the consent of the student's parents/carers, except for disclosure:
- on the order of any court for any criminal proceedings
  - for the purposes of investigations of maladministration under the Local Government Act 1974
  - to enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
  - to Ofsted inspection teams as part of their inspections of schools and LAs
  - to any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
  - to the named person of the setting at which the student is intending to start their next phase of education or training, if necessary
- 19.2. the school will adhere to the Confidentiality Policy at all times.

## **20. Resolving disagreements**

- 20.1. the school is committed to resolving disagreements between students and the school
- 20.2. in the carrying out of duties, the school:
- supports early resolution of disagreements or complaints at the local level
  - explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for

disagreements across special educational provision and health and care provision in relation to EHC plans

- 20.3. the school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents/carers of children with SEND will be handled.

## **21. Publishing information**

- 21.1. the school will publish information on its website about the implementation of the SEND Policy
- 21.2. the Governing Body will publish details of the SEND Information Report on the school website.
- 21.3. the information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **22. Monitoring and review**

- 22.1. this policy is reviewed on an annual basis by the Headteacher in conjunction with the Governing Body; any changes made to this policy will be communicated to all members of staff, parents/carers of the students
- 22.2. all members of staff are required to familiarise themselves with this policy as part of their induction programme
- 22.3. the next scheduled review date for this policy is **October 2021**.