



## Budmouth College

### SEN & Disability Policy

Link Senior Leader responsible:	Wendy Davies
Adopted	1989
Date reviewed by Governors :	November 2018
Next annual review date:	November 2019

*Working Together, Creating Opportunities*

This Policy should be read in conjunction with the following Budmouth College policies and documents:

Policies	Documents
<ul style="list-style-type: none"><li>▪ The Policy for Supporting Children at School with Medical Conditions</li><li>▪ Looked After Children Policy</li><li>▪ Safeguarding Policy</li><li>▪ Anti-Bullying Policy</li><li>▪ The College Code of Conduct</li><li>▪ Trips and Visits Policy</li><li>▪ Intimate Care Policy</li><li>▪ Administration of Medicines Policy</li><li>▪ Disability Policy (Exams)</li></ul>	<ul style="list-style-type: none"><li>▪ Budmouth's 'Local offer'</li><li>▪ SEN Post 16 Provision</li><li>▪ Equality Information</li><li>▪ The Accessibility Plan</li></ul>

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.

## Equality Impact Assessment – initial screening record

1. What area of work is being considered?

SEN and Disability Policy

2. Upon whom will this impact?

Staff, students, parents, stakeholders

3. How would the work impact upon groups; are they included and considered?

<b>The Equality Strands</b>	Negative impact	Positive impact	No impact
Minority ethnic groups		x	
Gender		x	
Disability		x	
Religion, Faith or belief			x
Sexual Orientation		x	
Transgender		x	
Age (N/A to pre-school and school children)		x	
Rurality		x	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	x		
Gender	x		
Disability	x		
Religion, Faith or belief	x		
Sexual Orientation	x		
Transgender	x		
Age	x		
Rurality	x		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments: -

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by .....Wendy Davies.....

Signed .....Wendy Davies Date 20<sup>th</sup> October 2018

Comment by Headteacher:

Date.....

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools - (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Budmouth College has a good reputation for the high quality support and care we provide to our students. Our aim is to work together, providing opportunities for our students to ensure they are happy and successful, today and tomorrow. Our students are at the heart of our community, they are polite, well behaved and caring individuals who work hard and have an awareness of differing needs and consideration for others.

Students who join the college with a special educational need or disability (SEND) will experience the same high quality teaching as their peers. We have a strong emphasis on cultivating and building strong relationships, developing independence and giving students access to opportunities beyond the curriculum.

Inclusion is at the core of our offer. As well as housing the Local Authority Base for Complex Communication Needs, we provide wide-ranging support to meet the additional needs of our students.

We work closely with students, parents and other agencies to ensure a smooth transition in to secondary school and that each child is supported as they move up through the College.

The current Principal, Richard Jacobs, has overall responsibility for Special Educational Needs and Disability at Budmouth College. His duties towards pupils with SEN and disabilities include:

- To demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- To provide a safe, calm and well-ordered environment for all students and staff, focussed on safeguarding students and developing their exemplary behaviour in college and in the wider society.
- To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- To secure excellent teaching through an understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.

The Director of Inclusion responsible for coordinating SEND provision for students is: Wendy Davies. Contact [daviesw@budmouth.dorset.sch.uk](mailto:daviesw@budmouth.dorset.sch.uk) or 01305 830526. The Director of Inclusion is not a member of the Senior Leadership Team.

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) explains that a pupil with SEN (Special Educational Needs) if:

- They have a learning difficulty or disability which makes it harder for them to learn than other pupils of the age; and
- They require special educational provision to be made for them.

There are four main areas of SEN:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A disability is described in law (The Equality Act 2010) as a 'physical or mental impairment which has a long term and substantive adverse effect on a person's ability to carry out normal day to day activities'.

More details about SEN and disability and provision at Budmouth can be found on [Dorset's Local Offer](#) and in the SEN information report on the College's website.

This policy was developed in conjunction with staff, Governors and other stakeholders.

## ROLES AND RESPONSIBILITY

The governing body ensures that the College meets the duties set out in the Special Educational Needs and Disability Code of Practice 0 - 25 years.

The governor with oversight of the arrangements for SEN is Mary Kahn. She can be contacted via Charlotte Abberley, Clerk to the Governing Body via the College. Contact [charlotteabberley@yahoo.co.uk](mailto:charlotteabberley@yahoo.co.uk)

Mrs Davies coordinates the day to day SEND provision for students. Her duties towards students with SEN and disability also include:

- Working in conjunction with the college principal and governing body to determine the strategic development of SEN policy and provision within the college.
- Day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support students with SEN.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Liaising with primary schools and potential next providers of education to ensure a student and their parents are informed about options and ensuring a smooth transition.
- Responsibility for access arrangements.

### Other Key Staff include:

Amanda Fortescue, SEND Line manager/Senior Leadership Team. Contact details: [fortescuea@budmouth.dorset.sch.uk](mailto:fortescuea@budmouth.dorset.sch.uk) or call 01305 830500.

Peter McCarthy, Head of the ASD Resource Base. Contact details: [mccarthyp@budmouth.dorset.sch.uk](mailto:mccarthyp@budmouth.dorset.sch.uk) or call 01305 830552.

### Consultation:

This policy was developed in conjunction with:

- Governors
- Parents
- School staff
- Students with SEND

## VISION AND AIMS

Budmouth College has high aspirations for all students identified as having SEND in our College.

We strive to ensure that all students achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, through progression to employment, or further education leading to higher education or training.

We also want all of our students to feel welcome, valued and included in the College community. We want them to develop a positive view of themselves and to be as involved as possible in all decisions that impact upon them, so that they can help us to identify what works for them and reflect upon what doesn't, so that appropriate changes can be made to ensure their needs are met.

The view of students and their parents are especially important to us and we will take these into account when consulting or, implementing and reviewing this policy.

In order to achieve this, we will:

- Create an atmosphere of encouragement and acceptance in which all students are happy and successful.
- Be sensitive to the needs of the individual and celebrate achievements.
- Enable each student to take part and contribute fully to College life.
- Continue to monitor access to the curriculum.
- Monitor progression within the curriculum.
- Involve students in planning to support and manage their SEN or disability.
- Provide high quality training for staff to enable them to support students with SEN and disabilities.

## OBJECTIVES

Budmouth College will do its best to ensure that the right provision is made for each student with SEN and disabilities. We are committed to providing the best learning opportunities for all of our students.

In implementing this policy, our goals are to:

- Identify all students with SEN and disability at an early stage.
- Ensure that students with SEN and disabilities have their needs met and that they make progress.
- To work in line with the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).
- To ensure a high level of staff expertise to meet student's needs, through continuing professional development.
- To ensure that students with SEN and disabilities engage in activities within the College in an equitable way with their peers.
- To work in cooperation and productive partnership with the Local Authority and other outside agencies in order to ensure that there is a multi-professional approach to meeting the needs of all of our vulnerable learners.

- To support pupils with medical conditions to achieve full inclusion in all College activities through consultation with parents and relevant health professionals.
- To request, monitor and respond to parent/carers and pupils' views in order to promote partnership.
- Operate a whole College approach to meeting SEN and disabilities, in which all members of the College community have an understanding of their role.

### ADMISSION ARRANGEMENTS

Budmouth uses the Local Authority arrangement for school admissions. The agreement is mindful of national requirements supporting all young people, including those who are disabled, in a fair and non-discriminatory way, when applying to Budmouth. In addition to this, Budmouth makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Budmouth liaises with the local authority health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

#### The kind of special educational needs for which provision is made at College

- Students with SEN have different needs, but the general presumption is that all students with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the College admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make provision required to meet the SEN of pupils at the College.
- For students with an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHC plan unless:
  - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name Budmouth College in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the College where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Each teacher is responsible and accountable for the development and progress of the students in their class. There are systems in place to ensure that special educational needs are identified as early as possible, we as part of our core aims:

- Provide teaching that is high quality
- Regularly assess student's progress, targeting areas of difficulty
- Adjust/differentiate work for students as part of usual classroom practice

Processes to identify Special Educational Needs can also include:

- Concerns raised by parents/carers, external agencies, teachers or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, which indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress
- Staff also have a responsibility to refer any concerns about a specific student.

If a student continues to struggle with the curriculum the College can undertake various processes for assessing whether a student has unidentified Special Educational Needs.

This includes:

- Collation of feedback from staff who teach the student
- More 'in-depth' assessment in terms of literacy and numeracy
- Referral to the Local Authority SENSS team
- On-line screening assessment tools
- Wider discussion with other professionals including the Behaviour Support Service and the Educational Psychologist

If it is determined that a student has SEN and requires provision which is additional to and different from that which is available to others, the student will be added to the SEN record under the category of SEN Support. Provision offered will vary according to the individual student. It might mean:

- Access to a time limited specific learning.
- Participation in opportunities for small group work
- Targeted intervention
- Access to shared support from a Teaching Assistant
- Use of assisted technology

Referrals for assessment can be made to:

The Special Educational Needs Support Service known as SENSS

Behaviour Support Service

Hearing and Vision Support Services

Educational Psychology Service

Children's Services

School Health

Child and Adolescent Mental Health Service

Outreach Teams

Speech and Language Therapy

The Neurodevelopment team at Dorchester County Hospital

- In addition, the school will involve external agencies as appropriate including Children's Services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

Parents will have access to provision maps drafted for students which detail the support being provided to the student.

The College is mindful of the role of the parent:

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher/subject teacher/form tutor. This then may result in a referral to the College's Director of Inclusion, Wendy Davies who can be contacted on 01305 830526 or [daviesw@budmouth.dorset.sch.uk](mailto:daviesw@budmouth.dorset.sch.uk).
- Parents may also contact the Director of Inclusion or Principal directly if they feel this is more appropriate. Mr Pete McCarthy should be the point of contact for those students placed in the ASD Resource Base.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the College.

The majority of students with special educational needs and disabilities will have their needs met by the College.

Some students, however, have more severe, complex and long term SEN and may require an Education, Health and Care (EHC) Plan, especially if they have failed to make progress at SEN support. If this is the case, this would be discussed with parents. Equally parents can also contact the Director of Inclusion if they feel that their son/daughter might require an EHC plan.

These plans are issued by the Local Authority following an education, health and care needs assessment. Budmouth works with parents, external agencies and other relevant professionals if an EHC needs assessment is believed to be in the best interest of the individual.

Further details about the assessment process and EHC plans can be found on [Dorset's Local Offer](#).

Sometimes other factors can impact upon a student's progress but are not considered to be a special educational need, for example;

- Attendance and punctuality
- Ill health
- English as a second language
- Looked After Children
- Service children
- Behaviour (where there is no underlying SEN)
- Bereavement

These needs will be addressed appropriately using other support processes or strategies.

## SUPPORTING STUDENTS WITH SEN AND DISABILITIES

At Budmouth we use the *Assess, Plan, Do, Review* approach to support students with SEN and disabilities as part of the graduated response.

*Assess*: as outlined in this document we assess pupil's needs and pay attention to the views of the student, parent and other professionals.

*Plan*: the support needed is planned and details set out in the provision map which is distributed to staff and parents as well as Teaching Assistants.

*Do*: strategies/advice to support the student, detailing strengths and weaknesses and how best to help them, form part of the provision map.

*Review*: the outcomes set for the student will be reviewed on a termly basis by staff, parents, other professionals if relevant and then the support adapted in the light of the student's progress.

Provision maps for individuals will be drafted by the following teams:

ASD Resource Base: Peter McCarthy.

SEND: Wendy Davies.

Student Support Centre: Helen McNab (for those with identified SEN needs that underly behaviour).

The Literacy Coordinator Caroline Collister re specific SEN literacy interventions.

The Emotional Literacy Team supporting those with ASD/Social Skills: Mary Wellaway.

Our current aim is that provision maps are reviewed three times a year, following consultation with staff.

Additionally, pupils with EHC plans have an Annual Review held at the College each year. The student, their parents and any relevant professionals are invited to this. Annual Reviews at Budmouth are person centred and focus on the student's progress.

These meetings will also:

- Consider whether the outcomes in the EHC plan are still appropriate.
- Review the special educational provision in place.
- Consider if an EHC is still required.

For those in Year 9 and above there is a specific focus on

- Further or higher education - e.g. post 16 opportunities including apprenticeships, college placement, Budmouth 6<sup>th</sup> form.
- Employment.
- Independent living.
- Participation in society.
- Leading a healthy lifestyle as far as possible.

A report of the meeting is sent to the participants, including the Local Authority. Further details about the Annual Review process can be found on [Dorset's Local Offer](#).

## COMING OFF THE SEN RECORD

A student will be removed from the SEN Record if they have made sufficient progress and are able to access the curriculum successfully. They will continue to be monitored. Some students will dip in and out of SEN support and parents will be contacted at each stage.

Following an Annual Review of an EHC Plan, the Local Authority will make decisions about whether to amend or cease the plan, based on the recommendations to the meeting. If the plan is ceased the student will continue to be monitored using the College's tracking systems.

## TRANSITION ARRANGMENTS

Budmouth is committed to ensuring that parents/carers have confidence in the arrangements for students joining our College in Year 7, in year to year progression and up to the point of exit and transfer to the next stage in education.

A number of strategies are in place to enable pupil's transition. These include:

### **On entry:**

- The Director of Inclusion will undertake visits to the feeder schools along with the Year6/7 Transition Team Leader to collate any information on SEN Support being offered within the primary schools.
- A planned Enhanced Induction programme is delivered in the Summer term to support transfer for pupils starting school in September. Participants are identified by the primary schools.
- Where possible the Director of Inclusion/Director of ASD Resource Base will meet with parents of students who have complex needs as part of the induction process.
- The Director of Inclusion is available on request to meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- The Budmouth SEN team will attend, where possible Annual Reviews of those Year Six students who have applied for a place at Budmouth.
- If pupils transferring from another setting, post Year 7/In Year Access, the previous school records will be requested immediately and a meeting setup with parents to identify and reduce any concerns if SEND needs have been identified. This meeting may also involve the relevant Head of Year.

### **Post 16:**

- The College adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014*. This places a duty on the College to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options - and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

During the latter half of the summer term in their final year, parents of those in Year 11 will be contacted regarding the transfer of Access Arrangement documentation.

A meeting will be held to discuss transition of SEN students into post 16 placements - Weymouth College being a key provider.

Some individuals may benefit from planned visits to post 16 provision, especially if the EHC plan has been transferred into post 16 provision.

### TRAINING AND RESOURCES

Budmouth aims to keep all staff up to date with relevant training in relation to the needs of pupils with SEN and disabilities.

College staff have received a range of training on SEND issues and SEND training is part of the culture at Budmouth.

Training needs are identified through analysis of need with the Director of Inclusion and Senior Leadership Team, ensuring that training opportunities match school priorities and the College Improvement Plan. The Director of Inclusion also provides information of specific special educational needs as part of the new staff induction process.

In addition to this, monthly SEN updates are available for all staff via electronic means.

- The Governor with specific responsibility for SEN has completed the SEN Governor training.

The Director of Inclusion will provide information on specific student needs for all staff. Bespoke training for students with more specific needs such as Visual Impairment, Hearing Impairment is delivered through liaison with the local authorities' specialist service teams. Additional training/awareness raising is also arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

### STORING AND MANAGING INFORMATION

All data, including data stored electronically is subject to Data Protection.  
All paper records will be held in line with the College policy/protocol on security and information.

## LINKS TO OTHER INFORMATION

This policy closely links with other policies, plan and information produced by Budmouth College and there are outlined below:

### Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan, which set out how we will:

- Increase access for our disabled pupils
- Improve the physical environment to increase access for our disabled pupils and
- Make written information more accessible to our disabled pupils by providing information in a range of formats

Budmouth's Accessibility Plan can be found on the College website.

## SUPPORTING STUDENTS WITH MEDICAL CONDITONS

In line with the Children and Families Act 2014 and the associated guidance, Supporting Pupils at School with Medical Conditions (December 2011) Budmouth makes suitable arrangements to support all pupils with medical condition, so that they have full access to the same opportunities as their peers, including visits, trips and physical education.

### **Pupils with medical needs (Statutory duty under the Children and Families Act)**

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school as competent, e.g Anaphylaxis, epipen.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.'

The College policy for Supporting Children at School with Medical Conditions can be found on the College website.

## SEN INFORMATION REPORT AND LOCAL OFFER

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year) forms our 'local offer' of support for pupils with SEN and disabilities at Budmouth. All of this information can be found on the College website.

Information about our College can also be found on our record on the Family Information Directory part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

## MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Our SEN Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

This policy will therefore be kept under regular review, but it will be fully updated every three years.

Pupils with SEN and disabilities and their parents will be involved in this process.

We will evaluate the success of the policy through:

- Our Self Evaluation Form (SEF)
- Feedback from parents, pupils, professionals working with the College
- Analysis of lesson planning to take into account differentiation
- External evaluations or inspections
- Progress data including use of the school tracking system
- Success towards outcomes in terms of SEN and EHC plans

## COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussions and early action. However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to speak to and explain the issues to the Director of Inclusion or the Principal.

The College publishes its Complaints Policy on the College website - contact can be made by telephoning the Clerk to the Governors. Please ring the College office on 01305830500.