



Braidwood School

*Turning Potential into Success*

# Special Educational Needs (SEN) Policy

## Contents:

### Statement of intent

1. Legal framework
2. Definitions
3. Areas of special educational need
4. Admissions
5. Roles and responsibilities
6. Involving pupils and parents in decision making
7. Joint commissioning, planning and delivery
8. The local offer
9. Identification
10. Graduated approach
11. Assessment
12. Education, Health and Care (EHC) plans
13. Reviewing EHC plans
14. SEN and disability tribunals
15. Preparing for adulthood
16. Data and record keeping
17. Confidentiality

## Statement of intent

**This statement of intent should be signed and dated by both the Head Teacher and Chair of the Governing Body, and then displayed where it can easily be seen within the School.**

This policy outlines the framework for Braidwood Trust School for the Deaf to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Braidwood School therefore intends to work with Birmingham City Council and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of all children and young people in our school.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

---

**Signed by:**

\_\_\_\_\_  
**Head Teacher**

\_\_\_\_\_  
**Date:**

\_\_\_\_\_  
**Chair of Governors**

\_\_\_\_\_  
**Date:**

## **1. Legal framework**

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## **2. Definitions**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3. Areas of special educational need**

Braidwood School will make provision for pupils who have a diagnosed hearing impairment i.e. deaf.

In addition to deafness pupils admitted to the school may also have the following needs:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Physical and/or sensory.

These pupils will be referred to as having additional special needs (SEN+)

## **4. Admissions**

4.1. Braidwood School will ensure it meets its duties under the Schools Admissions Code of Practice by:

4.1.1. Considering admission for a deaf child that has named the school in their EHC plan.

4.1.2. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of deaf children without an EHC plan.

4.1.3. Considering applications from parents of children who are deaf but do not have an EHC plan.

4.1.4. Not refusing admission for a deaf child on the grounds that they do not have an EHC plan.

## **5. Roles and responsibilities**

5.1. The governing body has a responsibility to:

5.1.1. Fully engage parents and / or young people when drawing up policies that affect them.

5.1.2. Identify, assess and make provision for all deaf children and young people whether or not they have an EHC plan.

5.1.3. Designate an appropriate member of staff (SENCO) as having responsibility for co-ordinating provision for pupils with a SEN+.

5.1.4. Appoint a designated member of staff for 'looked after' children where appropriate.

5.1.5. Make reasonable adjustments for pupils to help alleviate any substantial disadvantage they experience because of their disability.

5.1.6. Take necessary steps to ensure that pupils are not discriminated against, harassed or victimised.

5.1.7. Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils.

5.1.8. Publish accessibility plans setting how they plan to increase access for pupils to the curriculum, the physical environment and to information, reviewable every 3 years.

5.1.9. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

5.1.10. Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil in line with their EHC plan.

5.2. The Head Teacher has a responsibility to:

5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.

5.2.2. Ensure that teachers monitor and review pupil progress during the course of the academic year.

5.2.3. Cooperate with local authorities during annual EHC plan reviews.

- 5.2.4. Ensure that the SENCO has sufficient time and resources to carry out their functions.
- 5.2.5. Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- 5.2.6. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.7. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

5.3. The SEN Coordinator (SENCO) must:

- 5.3.1. Be a qualified teacher.
- 5.3.2. Collaborate with the governing body and Head Teacher, as part of the school leadership team, to determine the strategic development of provision in the school.
- 5.3.3. Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 5.3.4. Coordinate the specific provision made to support individual children with a SEN+.
- 5.3.5. Liaise with the relevant designated teacher where a looked after pupil has a SEN+.
- 5.3.6. Advise on a graduated approach to providing a SEN+ support.
- 5.3.7. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 5.3.8. Liaise with the parents of pupils with a SEN+.
- 5.3.9. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 5.3.10. Be a key point of contact with external agencies.
- 5.3.11. Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- 5.3.12. Draw up a 1-page profile of the child or young person with a SEN+.
- 5.3.13. Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- 5.3.14. Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- 5.3.15. Ensure, as far as possible, that pupils with a SEN+ take part in activities of the school together with those who do not have a SEN, including on forums.
- 5.3.16. Inform the child's parents that a SEN provision is being made, where the child does not have an EHC plan.

5.4. Class / subject teachers must:

- 5.4.1. Plan and review support for their pupils with a SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.

- 5.4.2. Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 5.4.3. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.4.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

## **6. Involving pupils and parents in decision making**

- 6.1. Effective planning should help parents, children and young people with a SEN express their needs, wishes and goals, and should:
  - 6.1.1. Focus on the child or young person as an individual, not their SEN label.
  - 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
  - 6.1.3. Highlight the child or young person's strengths and capacities.
  - 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
  - 6.1.5. Tailor support to the needs of the individual.
  - 6.1.6. Organise assessments to minimise demands on families.
  - 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

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

- 7.1. Braidwood will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:
  - 7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
    - Prevention.
    - Early identification / recognition.
    - How pupils and their families will be able to access services.
    - How transitions between life stages and settings will be managed, including from primary to secondary, and secondary to further education (FE).
    - How provision and support services will enable pupils to prepare for their future adult life.
  - 7.1.2. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for deaf children and young people.

## 8. Local offer

- 8.1. Braidwood School will cooperate generally with the local authority and local partners in the development and review of the local offer.

## 9. Identification

- 9.1. To identify pupils with a SEN, Braidwood School will:

- 9.1.1. Assess each pupil's current skills and levels of attainment on entry.

- 9.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

- 9.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

- 9.3. Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

## 10. Graduated approach

- 10.1. Braidwood School will, once a potential SEN has been identified, employ the graduated approach to meeting the pupil's needs, including:

- 10.1.1. Establishing a clear **assessment** of the pupil's needs.

- 10.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

- 10.1.3. **Implementing** the interventions, with support of the SENCO.

- 10.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

## **11. Assessment**

- 11.1. Braidwood School will, in consultation with the pupil's parents, request a statutory assessment of a SEN where the pupil's needs cannot be met through the resources normally available within the school.
- 11.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.
- 11.3. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

## **12. Education, Health and Care (EHC) plans**

- 12.1. Braidwood will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- 12.2. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- 12.3. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

## **13. Reviewing an EHC plan**

13.1. Braidwood School will:

- 13.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- 13.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 13.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- 13.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 13.1.5. Cooperate with the local authority during annual reviews.
- 13.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 13.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

## **14. SEN and Disability Tribunal**

14.1. Braidwood School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## **15. Preparing for adulthood**

15.1. Braidwood School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 11-19, including:

- 15.1.1. Preparation for adulthood in the planning meetings with pupils and parents from year 9.
- 15.1.2. Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
- 15.1.3. Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- 15.1.4. Helping pupils and parents 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.
- 15.1.5. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## **16. Data and record keeping**

16.1. Braidwood School will:

- 16.1.1. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

## **17. Confidentiality**

17.1. Braidwood will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- 17.1.1. To the SEN and Disability Tribunal when parents' appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- 17.1.2. On the order of any court for the purpose of any criminal proceedings.
- 17.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.

- 17.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- 17.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.
- 17.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- 17.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.