



# **Bales College SEND policy**

June 2016

## **Legal Status**

This is a Statutory Policy

Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) Regulations 2015

## **1. Introduction**

Bales College values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The College seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the College. All teachers are teachers of children with SEN.

## **2. Overview**

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN
- To enable children with SEN to maximize their achievements
- To ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed
- To ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

### **Roles and responsibilities**

The College has an identified SEN Co-coordinator who is also the Assistant Principal and who co-ordinates the provision for all students. All teachers are teacher of SEN

### **Admission Arrangements**

The Principal is responsible for the admission arrangements; the College acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN.

## **Specialized provision**

The College offers support to EAL students. Other specialist support is bought in where appropriate. Where the school has identified a student who it suspects has additional needs a letter is sent to parents advising them that they need to commission a report from an Education Psychologist to identify the specific nature of that need and to advise on strategies which staff could use to support this.

## **Identification, Assessment, Provision and Review**

The College identifies students who are EAL through interview with the Assistant Principal and through discussion with English Teachers in Lower and Upper School. All students including those with SEN have an IEP which provides a focus for their education..

## **Access to the curriculum**

All children and young people have the entitlement to a broad, balanced and relevant curriculum. All children and young people with SEN are taught for all of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age. All teaching staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SEN Co-coordinator teachers match the learning to the needs and abilities of each child or young person. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable children and young people with SEN to access the learning or the assessment processes.

The College acknowledges that its practices make a difference. Because of this the College and teachers regularly review issues related to children and young people with SEN and classroom organization, teaching styles and methods, materials and tasks to determine how these could be improved.

## **Monitoring and evaluating the success of the education provided for children and young people with SEN**

The College is committed to regular and systematic evaluation of the effectiveness of its work. The College will seek to employ a series of methods to gather data for analysis including:

- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of children with SEN
- Success rates in respect of IEP targets
- Post-16 destinations of young people with SEN
- Scrutiny of teachers' planning and children's work
- The views of both the parents and the child or young person

## **Arrangements for dealing with complaints from parents**

Complaints about the provision of SEN must be addressed to the Principal in line with the College Complaints Procedure.

### **The role played by parents of children with SEN**

In accordance with the SEN Code of Practice, the College believes that all parents of children with SEN should be treated as equal partners. The College has positive attitudes to parents, and where appropriate provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- recognize and fulfill their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision

### **3. Evaluation of Provision**

#### **1. Do children and young people with SEN make good enough progress?**

The College will attempt to evaluate if students with SEN are:

- adopting healthy lifestyles
- safe and secure
- enjoying College and learning
- being prepared for economic well-being
- positively contributing to (College) community
- developing independence and autonomy
- achieving and improving
- responding to challenges
- developing social skills
- relating appropriately to peers and adults
- concentrating
- motivated
- actively engaging in their learning
- attending College/lessons

The College will also analyse data about pupils with SEN in respect of:

- exclusions (permanent & fixed term)
- rewards, sanctions & incidents
- attendance & punctuality (College & lessons)
- participation in extra-curricular activities

#### **What is the quality of provision for children and young people with SEN?**

The quality of teaching, especially, in mainstream classes, is crucial. In light of the OfSTED Framework and the SEN Code of Practice, the College will therefore attempt to answer the following and so identify the areas where improvement needs to be made.

- How well are children and young people with SEN taught?

- How good are the curricular and other opportunities offered to children and young people with SEN?
- How well does the College care for children and young people with SEN?
- How well does the College provide support, advice and guidance for pupils based on the monitoring of their achievements and personal development?
- Where does responsibility lie, SEN Co-coordinator, team, subjects/teachers,
- Induction of new pupils + KS4 & post-16 advice & guidance
- How well does the College involve pupils in its work and development?
- How well does the College work in partnership with the parents of children with SEN?
- How well is the provision for SEN led and managed?

Reviewed By: M Yearsley June 2016

Next review Date: 01/08/17