BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT

Ofsted Outstanding Provider

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Statement of Principles

This School values the abilities and achievements of all its students. We are committed to discovering and providing the best learning conditions for each student, promoting development in understanding and social maturity alongside their peers wherever possible.

All students have the same entitlement to the full range of the School curriculum, and we are committed to making this accessible to all our students through differentiation and varied teaching styles, according to their individual needs.

The underlying principle which informs the School's Special Educational Needs (SEN) Policy is that of inclusion: that all students are valued for what they bring to the School and are entitled to take part in all that the School offers, in the most appropriate ways possible and given the resources available. The School has a well-resourced Inclusion Resource Provision (IRP) that offers a range of support for students.

Support which is deemed necessary over and above what can be provided directly by subject teachers, will be available to students within or outside of the classroom during some of normal lesson or liberty time (e.g. lunch time).

To achieve the above, we will involve parents or carers, students, external agencies where appropriate, in discussions and plan appropriate action with them, whether for the short, medium or long term.

Principles

- We regard every student as an individual
- All members of the School community are valued in the support of students with individual needs
- Our ethos and principles resonate that of inclusion and support
- As far as possible students are supported within mainstream lessons, using withdrawal from lessons for additional help when required
- Individual Needs are, where possible, identified and addressed
- All teachers are teachers of children with additional needs and receive continuing professional development (CPD) and support to achieve these principles

Who do we define as having individual needs?

- Students for whom additional and different adjustments and/or support are required including those with cognition and learning difficulties, social, emotional, or mental health difficulties, sensory or physical needs, communication and interaction needs. These difficulties can affect any student within any ability profile
- Students who require additional and different support due to environmental factors such as social care needs or Pupil Premium (DfE terms Disadvantaged)
- Students with medical needs that impact on attainment through issues such as persistent absenteeism

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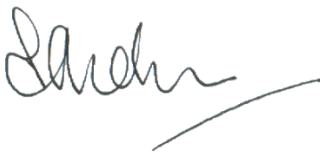
How do we aim to meet the individual needs of our students?

- In adherence with the SEN Code of Practice 2014 for England
- Effective transition from primary school to Bishop Heber High School, including an excellent working relationship with our partner primary schools
- A clear and transparent internal referral system giving all teaching staff the opportunity to raise concerns about an individual child, through the students' Year Leader and ultimately the School's Educational Needs Co-ordinator (ENCo)
- The ENCo meets fortnightly with the Year Leader and there are fortnightly inclusion meetings, where students can be discussed at multi-agency level.
- A robust tracking system incorporating specialist assessments; in-class data tracking; reviews
- Staff CPD in specialist areas of need e.g. Dyslexia, Hearing Impairment
- Specialist interventions and programmes to address needs that cannot be met solely in the classroom
- Subject Area led interventions and catch up sessions

In Summary

The support of students with Individual Needs is a responsibility of all staff and other concerned adults. Further clarification and information can be obtained from Subject Leaders, Pastoral Leaders and ENCo.



Signed:

Sue Anderson (Chair of Governors) **David Curry (Headteacher)**

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Appendix One - Young Carers Guidance

Rationale
At Bishop Heber High School we are aware that students in our school may have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home and that no child should have to take on inappropriate or excessive caring responsibilities.

When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need a little extra support to help them get the most out of school.

We aim to understand the issues faced by young carers and this appendix states how we will support any student who helps to look after someone at home.

We aim to support young carers through a whole-school approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer.

Policy
Admissions:

The school is aware of paragraph 2.28 of the School Admissions Code 2010 which under the section 'Social and Medical Need' states:

'… it is acceptable to give higher priority to children or families where there is a social or medical need (for example, where one or both parents or the child has a disability that may make travel to a school further away more difficult).'

During the school enrolment process for new students, the school will identify whether parent(s) or family members have disabilities or other long term physical or mental health problems. If a student helps to look after the parent/family member, we will establish if this has an impact on their education.

This will form part of the Year 6 transition process or part of a mid-year entry to Bishop Heber High School.

In School
- The ENCO and Year Leaders will have special responsibility for young carers and their families.

- The school will keep up to date with national and local developments and with legislation and guidance affecting young carers and their families. Training on the issues experienced by young carers will be embedded in the professional development of appropriate staff.

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- The school views young carers as any other student, but understands that they have additional caring responsibilities. The whole school is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have equal access to their education as their peers. Students, who are young carers, will be identified along with any additional needs they may have.

- The school will use and evaluate data effectively to identify and monitor the progress made by young carers.

- The school will aim to offer support to improve attendance and the pupil's well-being.

- The right to student's and family's privacy will be respected and the school will only share information with professionals and agencies on a 'need to know' basis in order to support pupils and families.

- Information about support available for young carers and how to access it will be made clearly available to both pupils and families.

- The school recognises that young carers and their families need to receive coordinated support from the school, working in partnership where appropriate, with General Practitioners, Young Carers' Services, Behaviour and Education Support Teams.

- Young carers will be referred or signposted to other support agencies and professionals as appropriate, including the local Young Carers' Service.

- The school adheres to the Disability Discrimination Act (1995, 2005) and is accessible to parents with disabilities and/or illness, offering additional support to enable them to attend parents' evenings or other school events.

- Home visits will be considered where appropriate and staff will adhere to safeguarding guidance when they undertake a home visit.

- The school will offer additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.

- The school will identify those young carers at risk of falling into the Not in Education, Employment or Training (NEET) category and take appropriate action to address this.

- The school will offer support to the young person and their family during the transition process, sharing agreed information with their new school/college lead for young carers and their families.

- The school will consider alternatives, if a young carer is unable to attend out of school activities, such as sports coaching or concerts, due to their caring role. The school will also consider alternative detentions (including lunchtime detentions), rather than after school ones.

- The school will allow young carers to use a telephone to call home during breaks and lunchtimes, in order to reduce any worry they may have about the person they care for.

- Other appropriate policies, such as the Behaviour and Discipline Policy, will take young carers into account.