



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

This SEND policy aims to:

- Set out how Bishop Heber High School supports and makes provision for students with special educational needs
- Explain the roles and responsibilities of our staff in providing for students with special educational needs

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1. Context: Guiding Principles

At Bishop Heber High School we value the abilities and achievements of all our students. We believe that all students have the right to access a broad, balanced and relevant curriculum and we also recognise that some students require additional support in order to access the curriculum whilst in mainstream classes. We ensure that the needs of our students are identified and assessed, and that appropriate support strategies are provided. At every stage, we prepare students for their next steps and especially their adult lives.

We are committed to making the curriculum and all areas of school life accessible to all our students through adaptive and varied teaching styles, tailored to students' individual needs. Reflecting our commitment to inclusivity, at Bishop Heber High School all teachers are teachers of students with special educational needs and all staff have responsibility for supporting these students.

At Bishop Heber High School, we recognise the importance of early identification and assessment of students with special educational needs. We appreciate that parents know their children best and it is important that we listen and understand when parents express concerns about their child's development. We will work in true partnership with parents and carers, valuing their views and contributions, and keeping them fully involved in their child's education.

We believe in the involvement of the student and the importance of taking their views into account. We will make every effort to involve students in decision-making about their special educational needs provision.

Our school is committed to a multi-disciplinary approach to meeting students' special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the young person.



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2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for students with special educational needs and disabilities
- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care (EHC) plans and the responsibilities of the SENDCo

3. Links to other School Policies

This policy will be read in conjunction with other school policies.

- Supporting Students with Medical Conditions Policy
- Behaviour and Discipline Policy (inc drugs and Anti-Bullying)
- Learning and Teaching Policy
- Single Equality Scheme

4. Definitions

A student has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have 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

Special educational provision means educational provision, which is additional to, or different from, the educational provision made generally for other children or young people of the same age by mainstream schools.

5. How we meet the individual needs of our students with special educational needs:

- Effective transition from primary school to Bishop Heber High School, including through 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 student's Year Leader and/or the SENDCo
- The SENDCo meets with each Year Leader to review SEND students' academic progress following each round of reports and there are weekly Welfare Meetings where SEND students and possible SEND students are discussed



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- A robust data collection and reporting system which enables us to review the progress and development of our students
- Staff CPD in specialist areas of need which underpins our approach of all students being supported to be in lessons and learning.
- Specialist interventions and programmes to address needs that cannot be met solely in the classroom, such as Literacy and Emotional Literacy Support Sessions (ELSA).
- Subject lunch and after school interventions which SEND students are encouraged to attend
- The school follows a graduated approach to supporting students with barriers to learning, which ensures that timely and appropriate interventions are implemented.
- Where appropriate, the school will arrange Education and Health Care (EHC) Needs Assessments and request appropriate levels of additional funding from the Local Authority to ensure that necessary support can be provided

More information about our SEND provision can be found in the [SEND Report](#).

5.1 Roles and Responsibilities

5.1.1 The SENDCo

The SENDCo will:

- Work with the Headteacher, Deputy Headteacher, Assistant SENDCo and named SEND Governor to determine the strategic development of the SEND Policy and provision, in line with the current SEND Code of Practice
- Have responsibility for the day-to-day operation of the school's SEND Policy
- Co-ordinate the specific provision to support our children and young people with SEND, including those with EHC plans
- Monitor the progress of students with special educational needs at key tracking points in the academic year
- Provide professional guidance and training opportunities to colleagues to ensure that students with SEND receive appropriate support and quality first teaching
- In conjunction with the Business Manager and other members of the Senior Leadership Team, advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise and work closely with parents/carers of students with SEND
- Be the key point of contact for external agencies, especially the local authority and its support services.
- Initiate and lead on transition support across all key stages for students with SEND
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure the school keeps their records of all students with special educational needs up-to-date



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The current SENDCo is Ms G Ashford and can be contacted by email at gashford@heber.org.uk

5.1.2 Governors

The Governing Body, in conjunction with the Headteacher, will determine the school's general policy and approach to provision for children with special educational needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The SEND Governor will:

- Raise awareness of SEND issues at governing committees
- Work with the SENDCo and Headteacher to determine the strategic development of the SEND Policy and provision in the school
- Monitor the quality and effectiveness of SEND provision within the school and update the governors on this
- Be fully informed about SEND issues, so that they can play a major part in school self-review

5.1.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and named SEND Governor to determine the strategic development of SEND Policy and provision in the school

5.1.4 Teachers

Subject teachers will:

- Ensure that all students including those with special educational needs have access to quality first teaching in all lessons
- Use SEND student information on the In-School Data and stored on Arbor and in the Pyramid of Inclusion to plan adaptive teaching to meet the needs of SEND students in lessons
- Be responsible for the progress and development of every student in their class, whatever their starting point
- Work closely with teaching assistants to plan and review the impact of support and interventions and how these can be linked to classroom teaching
- Work with the SENDCo to review the progress and development of students with special educational needs

Signed: Mrs S Anderson (Chair of Governors) Mr D Curry (Headteacher)



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Administration Use	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Approval Level – Sub Committee or FGB:	FGB
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