

Special Educational Needs and Disabilities (SEND) Policy Bablake Junior School

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I What are Special Educational Needs and Disabilities (SEND)?

I.1 Legislation

This policy is based on the Special Educational Needs and Disability Code of Practice (2015) and takes into account the following documents: The Equality Act (2010); the Children and Family Act (2014); The Special Educational Needs and Disability Regulations (2014); SEN (Personal Budgets) Regulations (2014) and Teacher Standards (2012).

It is only compulsory for independent schools that are on the section 41 list (specialist SEND schools) or relevant early years providers to have regard to the Code of Practice. Bablake receives some Early Years funding (which is passed on to parents as a fee remission) and as such any Early Years children with additional needs will be supported in line with guidance from the Code of Practice. In order to achieve a consistent approach across the school, although not compulsory, the school will apply the principles of the Code of Practice across the school. The policy will be reviewed in the light of any new legislation.

I.2 A Definition of SEND

Under the Equality Act (2010), “a person is disabled if they have a physical and/or mental impairment which has a substantial and long-term effect on their ability to carry out day-to-day activities”.

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disability Code of Practice: 0-25 years, (DfES January 2015) says:

“A child or young person has SEND if they have a learning difficulty or a 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 or mainstream post-16 institutions.”

I.3 Mission Statement

The school’s ethos places great emphasis on a broad, balanced and inclusive education within a nurturing and supportive environment. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

A number of pupils will have Special Educational Needs and Disabilities (SEND) requiring more specialist support over a longer period; they are listed on the SEND register. We place a very high priority on the need to provide the best possible education for all pupils, including those with special educational needs and disabilities.

Our objectives are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.



- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To ensure there is support for teachers to meet the learning needs of all pupils.

2 Does the school have pupils with SEND?

Bablake is an independent day school catering for children from the ages of 3 to 18. The school welcomes all children who can make the most of the opportunities offered and flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and applications for pupils with special educational needs and physical disabilities are welcome, subject to their ability to access the curriculum and the physical environment, where the expertise and resources available in the Learning Support department can confidently meet your child's needs. We have pupils with a variety of special educational needs and some with Education and Health Care Plans (EHCP's).

3 How are pupils with SEND catered for in the application process?

Parents of children with SEND are invited to discuss their child's requirements with the Head of Learning Support before entry to be confident that provision can be made for them. Parents may be asked to provide a copy of any medical reports, specialist assessor reports or educational psychologist reports to support their application. For entrance exams, appropriate access arrangements can be put in place in line with Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments policies, for example, for large print material, extra time, use of laptops or other special arrangements.

4 How will I know if my child can be supported?

Each pupil with a disability and/or SEN requires special consideration. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents, and relevant professionals, including adjustments that can be reasonably made to the curricular and co-curricular activities before a child becomes a pupil at the school. Where appropriate, the voice of the child will be included in these discussions.

5 What kind of things might be barriers to my child's learning?

The school recognises that in addition to other common barriers to learning, around 1.5 million people in the UK have a specific learning difficulty such as dyslexia, dyspraxia (DCD), dysgraphia, ADHD/ADD or autism. These conditions affect how people learn.

In addition to these difficulties, emotional, social and cultural barriers and the learning environment can hinder progress in school for pupils with SEND. Mental health difficulties or learning difficulties can also be communicated through adverse changes in behaviour.



The school aims to work together with families to overcome or minimise these barriers to learning as far as it is possible and will make reasonable adjustments where possible. This may include adjustments to the school Behaviour Policy.

Early intervention is facilitated by the regular review and monitoring of pupils on the SEND list. SEND pupils are additionally reviewed alongside the Safeguarding list, the internal counselling list and Medical Care Plans, with particular focus on those with communication difficulties such as autism.

The school also recognises that some pupils may be affected by persistent and debilitating levels of anxiety. Learning Support staff work closely with the Pastoral and Medical Teams in the school to support these pupils and their families.

6 What if my child has a physical disability?

Parents and prospective parents of children with a physical disability may request a copy of the school's Accessibility Plan. This shows the ways in which the Governors plan to make school buildings progressively more accessible to people with disabilities, whilst also increasing access to the curriculum and to information. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic buildings, scattered site and resources. We continue to improve facilities for wheelchair-users as buildings are upgraded.

7 What if my child needs auxiliary aids and services?

The Equality Act 2010 has made significant changes to the law on discrimination as it affects pupils with disabilities and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, with which it complies.

8 How will my child with an education health and care plan (EHCP) and/or carers be supported?

Nationally, only a very small proportion of pupils with SEN will require an Education and Health Care Plan (EHCP). This is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, then the school, and the Coventry School Foundation (CSF) Governing Body will give careful consideration as to whether or not the child's need can be fully met. There is no duty to admit a child outside of Early Years Foundation Stage (EYFS) as the rest of the school is not bound by the Code of Practice. All pupils with an EHCP will have an individual information and tracking plan, and an annual review of their EHCP, conducted in accordance with the Code of Practice, in which parents and pupils are involved.



9 What does the Learning Support Department do?

Our Learning Support specialists have wide experience in supporting pupils with a range of needs. Where more specialised advice is needed, they can refer to specialist staff in external services such as CAMHS, Complex Communication Teams and Occupational Therapy, or from organisations such as the RNIB, National Autistic Society and British Dyslexia Association.

The Head of the Learning Support department has an important role as Bablake's SEND coordinator (SENDCo). Working closely with all staff, the Head of Learning Support plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. The Head of Learning Support will liaise closely with the pupil's teaching staff, family and where appropriate, with the school's medical staff, and with external agencies. The Head of Learning Support attends regular external training in order to remain abreast of their latest duties as a SENDCo.

The Head of Learning Support produces and updates details of all pupils on the SEND Register.

All staff access:

- The Bablake SEND policy
- The SEND Register /Learning Support List
- Individual Strategy Sheets for pupils with specific needs
- Practical advice and information about particular special needs

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up to date information about all pupils with SEND.

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility, which ensures that each pupil is given every opportunity to fulfil their potential within the daily classroom situation.

10 How do staff keep up to date with how to support pupils with SEND?

All staff (including teaching and support staff) are given updated information about working with SEND and disability by the Head of Learning Support and specialists working within the department. Regular staff training on supporting the needs of pupils with SEND is provided through the school's programme of continuing professional development (CPD) to ensure that all staff are able to help each child to reach their maximum potential.

The Head of Learning Support and specialists working within the department liaise with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND. The Head of Learning Support and specialists working within the department have an important role in ensuring consistency of approach in providing, for example, access to learning materials that are easier to read and understand, or extra time in examinations.

11 How are pupils identified as having SEND?

Whilst at the school it may become apparent that a pupil has significantly greater difficulty in learning than the majority of others of the same age. A pupil's needs may become apparent through:





- Admission procedures (entrance exam, previous school records);
- Teaching within the classroom;
- Inconsistencies in baseline assessment and current attainment;
- Expression of parental concern;
- Further specialist assessments undertaken by the department;
- Self-referral by pupils.

If a pupil shows any significant signs of a specific learning difficulty, after consultation with parents, he or she may be referred for a specialist assessment by an appropriate outside agency such as specialist assessors, Educational Psychologists, Speech and Language Therapists or the Visual or Hearing Impairment Team.

If the problem seems to be of an emotional or social nature, the pupil can be referred to an appropriate outside agency. Pupils can also be referred internally to our in-school relate counsellor by the Pastoral Deputy Head or School Nurse. Students older than 16 are often encouraged to self-refer to IAPT Coventry.

12 What is the school's approach to teaching children with SEND?

Following assessment, if immediate intervention is required, a number of options can be implemented depending on need and report recommendations such as:

- Adjustment to timetable;
- Study skills sessions or timetabled Learning Support lessons (1:1 or small groups as appropriate);
- In class support;
- Accommodations such as fiddle toys, wobble cushions and time out cards;
- Adjustment to examination conditions where necessary;
- Reasonable Adjustments to the School Behaviour Policy and School Procedures.

Throughout their time at Bablake, pupils with identified learning needs are regularly monitored through reports, examination results and feedback from parent-teacher consultations. Modifications to support can be made as needed.

The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

Where possible, children are involved in an appropriate way in agreeing targets for their support. Their voice is also heard through information shared with staff. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.



13 How are pupils supported in their transition from one year group to another or from a different school?

Pupils are supported in the transition from one year group to another or from another school into Bablake. Handover meetings take place between class teachers, the Head of Learning Support and class teachers, and between the Head of Learning Support and SEN department of the school the pupil is transferring from if appropriate. Extra visits may take place to support the transition of pupils with SEND as necessary.

Any specialist reports are shared, and recommendations implemented prior to the child starting in their new class. Continuity between the previous class and new class, or from a previous school and Bablake, with accompanying strategies that work, are mirrored.

Children have the opportunity to meet their new class teacher and become familiar with their new setting during transition days at the end of the summer term.

14 What outside agency support is there available for my child and our family?

There is a list of services available in the area to support parents and young people in understanding what is available to them and how to access them across education, health and social care.

This information can be accessed via:

https://www.coventry.gov.uk/info/62/coventry_send_support_service

For parental support, parents/carers can also access information about 'SENDIASS' (Special Educational Needs and Disabilities Information, Advice and Support Service) via: www.kids.org.uk/sendiaass

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.

For Coventry this can be found at: <https://www.coventry.gov.uk/localoffer>

For Warwickshire this can be found at:

<https://www.warwickshire.gov.uk/send#:~:text=What%20is%20the%20SEND%20local,educational%20needs%20and%20For%20disabilities.>

For Solihull this can be found at: <https://socialsolihull.org.uk/localoffer/>

15 How does the school ensure the safety of my child with SEND while in school?

The school takes pride in its well-developed pastoral care and social interaction amongst pupils. All pupils are taught that discrimination, victimisation and bullying are prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies and school Code of Conduct make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disability and cyber,



in causing serious psychological damage. Considerable teacher time is expended in proactively nurturing appropriate values, in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand the school has a zero-tolerance policy on bullying and the bullies can expect strong sanctions to be applied to them.

The school recognises that SEND pupils are at greater risk of suffering from child on child abuse, although we believe that Bablake is a very inclusive community with pupils who are generally mutually supportive. This abuse should never be tolerated or passed off as 'banter' or part of growing up. Any indicators of possible abuse (of any kind) will be investigated through either the Child Protection Policy or Behaviour Policy.

16 How can parents help support their child in school?

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff so that a healthy partnership for the care of their child can be developed. The Head of Learning Support, Learning Support department, the pastoral staff, tutors, teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. The member of staff would always ask to see a parent if they felt that adjustments to the curriculum or individual education plans followed by their child might be in their best interests, or if there were a specific concern.

The school works with outside agencies, as appropriate, to provide any help with identification of any special needs and early intervention. This is with the full involvement and consent of parents.

17 What steps should I take if I have concerns about the school's SEND provision?

The school naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy is published on the website for any parent who wishes to consult it. If a parent has followed the School's Complaints procedure but their complaint has not been resolved to their satisfaction, they have the additional legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

18 Does the school charge for additional Learning Support?

Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case-by-case basis, and on the basis of what is reasonable. Parents will be responsible for costs incurred for assessments conducted by external specialist assessors, educational psychologists or other outside agencies.

Parents will be responsible for the costs associated with the purchase of additional specialist equipment such as wobble cushions, fiddle toys, weighted pads, writing slopes and ear defenders. In the Senior School, parents may wish to purchase items such as laptops, reading pens and specialist software. Parents should ensure that expensive equipment is appropriately insured for use in school, on their own home insurance policy.



Where possible, alternative sources of funding will be sought for equipment and services to reduce the cost to parents.

19 How is the SEND policy implemented, and its effectiveness monitored and evaluated?

This policy and the procedures outlined are reviewed through the following activities:

- regular discussion with the Designated Safeguarding Lead;
- pupil feedback;
- regular analysis of pupil achievement;
- regular analysis of the effectiveness of support provided;
- regular review of parental concerns;
- regular review of training offered to staff.

This policy will be reviewed annually in relation to the effectiveness with which the policy has been implemented.

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