



BURY CHURCH OF ENGLAND HIGH SCHOOL

DEPARTMENT FOR LEARNING SUPPORT SEND AND EAL POLICY

“Therefore encourage one another and build each other up as you are already doing”.
1 Thessalonians 5:11

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Policy Title: SEND and EAL policy	Date: September 2022
Member of staff responsible for the policy	SENDCo/DHT
Links to other policies	Curriculum, Teaching & Learning
Committee responsible for policy review	Curriculum & Standards
Policy submitted for approval on	
Date of next review	Summer 2023
Frequency of review	Annually

1. AIMS

We want all of our pupils to expand their horizons and aspire to what lies beyond the horizon.

We aim to monitor all pupils and identify those not making expected progress. We want all of our pupils to share equal learning experiences and opportunities. We therefore aim to provide support for pupils and staff within the mainstream curriculum.

Above all we want our pupils, whatever their additional needs may be, to feel valued and to be integrated members of the school community.

We aim to:

- 1.1. encourage all pupils to use their talents to the full and in so doing become confident, caring, responsible young adults.
- 1.2. allow all pupils to enjoy and profit from their experiences in school.
- 1.3. allow all pupils to participate in all aspects of school life.
- 1.4. maintain an environment where all pupils feel safe and secure.
- 1.5. provide an academic, balanced and differentiated curriculum to which all pupils can have access within the limitations of the resources available to the school.
- 1.6. provide support, where necessary, to staff and to pupils to allow access to the curriculum within the limitations of the resources available to the school.

2. ROLES AND RESPONSIBILITIES

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from classroom learning assistants or specialist staff.

It is the responsibility of the subject teacher to report and monitor the progress of any pupil with additional needs.

It is the responsibility of the Special Needs Co-ordinator to:

- 2.1. Liaise with staff to identify pupils who may require additional support to make expected progress.
- 2.2. Maintain a list of pupils who require SEN support or have an EHCP.
- 2.3. Ensure that effective liaison takes place with parents of pupils who require additional support.
- 2.4. Liaise with the Local Authority, Pupil Services and other outside agencies for necessary provision.
- 2.5. Ensure pupil files are maintained and deal with correspondence relating to SEN pupils.
- 2.6. Coordinate the provision for all SEN pupils.

It is the responsibility of the Pastoral team to:

- 2.7. Monitor and notify staff of any disability, medical need or behavioural difficulties serious enough to affect pupils learning and inform SENCO.

3. IDENTIFICATION

Pupils are identified as early as possible in their school career using the following Methods:

- 3.1 Liaison with feeder primary schools and transfer of recommendations/documentation.
- 3.2 Group reading tests to identify pupils with reading difficulties/WRAT 3 Test Cognitive Ability tests for pupils in Year 7, STAR Reading Assessments.
- 3.3 Teacher recommendations in the first term after transfer. Baseline spelling and reading tests to identify literacy issues.
- 3.4 Pupils will continue to be monitored and reading assessed by objective tests where necessary.
- 3.5 Pupils may be identified by any member of staff at any time using a referral form. (See Appendix) from SEN download on SIMS.
- 3.6 Pupils may be identified for monitoring and assessment at any time by parental referral.
- 3.7 Pupils' progress will be assessed by objective tests, subject tests and teacher assessment at regular intervals.

4. RECORDING AND REPORTING

Pupils' progress will be monitored at regular intervals. This will be recorded and reported verbally or in writing to parents/carers. Wherever possible this will be done as part of the regular feedback to parents at Consultation Evenings and through the termly Grade Sheet.

Pupil records will be kept on file in the Department for Learning Support in their pupil files.

Regular review meetings will be offered to parents/carers at least three times per year, one at Consultation Evening, one formal annual Review and one on one of the Deep Learning Days.

All pupils with additional needs will have a pupil passport produced and distributed to the teaching staff. These passports are reviewed termly in discussion with parent and student.

5. EHCP PUPILS

Year 11 EHCP pupils will have a transitional review at the appropriate time in school to link in with transfer to Post 16 provision.

6. TEACHING STRATEGIES FOR SPECIFIC SKILLS

Provision will be made as far as possible through an appropriately differentiated/ academic curriculum. Where necessary in-class support by a teacher or classroom learning assistant will be provided. Some small groups or individual teaching may be used, where necessary, to support learning.

Pupils will be encouraged to participate in paired reading programmes both within

school and at home. Where necessary pupils will be provided with suitable interventions, using intervention sessions after school.

Various appropriate reading support groups will be offered to identified pupils at lunchtime and after school.

The school uses the Lexia Reading support programme which is accessed in school and at home online.

7. CURRICULUM ACCESS AND DIFFERENTIATION

Departments and subject teachers are responsible for providing pupils with access to the Curriculum and differentiated material. Specifics of curriculum access will be outlined in departmental Schemes of Work.

Pupils will be placed in teaching groups appropriate to their ability and the teaching strategies employed in a specific subject as outlined in departmental policies. Subject teachers will record provision and records of interventions they provide to deal with under-achievement of pupils. Quality First Teaching is at the centre for supporting pupils with additional needs.

The school offers 3 different option pathways in Year 9 to take account off the needs of all of its learners. Discussions about appropriate option choices are held with the SENCo and parents at Year 9 options evening.

8. RESOURCES AND SUPPORT

Special Needs resources include:

- A resource base where pupils may go to work and where appropriate materials are stored.
- A selection of books with a high interest/low reading age.
- Various worksheets, study programmes and assessment tests for the assessment and teaching of basic literacy skills, various computer, numeracy/ literacy intervention schemes.
- Portable writing aids.
- PC hardware and spelling/literacy software for use by pupils at breaks and lunchtime and after school.
- Lexia online literacy support.
- SEMH mentoring.
- ASD/SEMH support groups in Learning Support base.

In addition departments are developing their own resource base of materials designed to allow curriculum access for pupils with additional needs.

Resource Support area for pupils at breaks and lunchtimes and after school to assist with Social Intervention/Communication.

9. STAFF DEVELOPMENT

The SEND Co-ordinator will attend appropriate meetings and will keep abreast of current development and legislation in the area of SEND. All staff will be able to access required training through the school's CPD programme.

The SENCo will liaise with the Assistant Head Teacher in charge of CPD to deliver appropriate whole staff training through the year.

Use will be made of expertise within school, advisors and outside agencies to provide staff INSET through staff meetings, professional development days, departmental meetings and other less formal liaison.

10. LIAISON CONSULTATION AND COMMUNICATION

The SEND Co-ordinator will liaise where necessary with:

- The Headteacher and Deputy
- Departmental Heads
- Pastoral Heads
- Local Authority Services (inc. Educational Psychology Service)
- Classroom Learning Assistants
- Parents of SEND pupils

Staff consultation will take place for identification and monitoring of all pupils.

The school's Deputy Head: Inclusion will be responsible for initial liaison with primary schools and the SEND Co-ordinator will work in partnership to ensure the smooth transition of Year 6 pupils.

The Department of Learning Support will liaise with colleges of Further Education to ensure smooth transition to post-16 education and forward relevant documentation when pupils transfer.

Any parent of a child on the SEND list can arrange to meet with the SENCO to discuss their child's needs/progress.

The Department for Learning Support will inform staff about individual pupils via Pupil Passports on the SIMS system.

11. MONITORING AND EVALUATION

Current policy and provision will continue to be reviewed to ensure that it is workable and effective within the framework of the Code of Practice.

Success will be evaluated through pupil progress both academically and through successful integration into school life.

12. DOCUMENTATION AND THEIR USE

The appropriate forms and review documents will be completed on a regular basis for pupils at all stages of the Code of Practice. Documentation on individual pupils will be stored in pupil files in the Department for Learning Support.

Appropriate information, documentation and Pupil Profiles/Provision Maps will be circulated to relevant staff via the SIMS system for pupils at all stages of the Code of Practice.

Copies of all SEND referral documentation and Pupil Records are available to staff on the SIMS system.

13. EAL

Pupils who have English as a second language are supported in their learning through the use of multilingual computer programmes and online dictionaries.

On arrival to school their basic/literacy skills in English are tested to provide baseline data.

Support maybe provided in class via classroom learning assistants initially who also will help in providing key words, phrases for each subject in the students home language.

School may also contact the Bury Language Service for advise and support.

14. KEY STAFF

Head of Learning Support and SEND Co-ordinator	Dr S K Archer
Deputy SENCO and SpLD teacher	Mrs K Wildman
SEN Administrator	Mrs A Bridge
SLT Link (Deputy Headteacher: Inclusion)	Mrs T Astley
Link Governor - SEN	Mr D Fowler