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This policy sets out Brownhill Learning Community's approach to supporting young people with Special Educational Needs (SEN). It is based on the SEN Code of Practice published in July 2014. It needs to be read in conjunction with the school's SEN Information Report and Accessibility Plan. This policy ensures that the SEN Code of Practice and Equality Act are implemented effectively across Brownhill Learning Community.

1. Aims

Our SEN policy, in conjunction with the SEN Information Report, aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Brownhill Learning Community is committed to the inclusion of all pupils, parents and staff who use its services. It sees inclusion as a process of identifying, understanding and reducing the barriers to learning and participation. The BLC celebrates diversity and sees it as a strength.

Brownhill Learning Community is committed to working within its mission statement and adhering to the principles of the SEN Code of Practice by:

- Creating an environment that meets the special educational and disability needs of each child
- Maximising the opportunities for pupils with SEN and Disabilities to join in with all activities
- Ensuring that all learners have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs and abilities
- Encouraging learners to develop confidence and recognise value in their own contributions to their learning, giving them increased self-esteem
- Encouraging learners to express their views and be fully involved in their learning
- Encouraging regular and effective communication between home and the school.
- Involving parents/carers at every stage in meeting their child's special educational and disability needs and to promote effective partnership to involve outside agencies when appropriate
- Involving the students themselves in planning and in any decision making that affects them

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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO's are Catherine Holden-King and Raheema Khan. They can be contacted via e-mail (cholden@theblc.org.uk) (rkhan@theblc.org.uk) or by telephone (0330 303 83 84 – option 1)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board 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 the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

All teaching staff have a responsibility to contribute to the day to day operation of the SEN policy. Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning appropriate, differentiated work for each pupil, taking into account the type and extent of the difficulty experienced by the child
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

5. SEN Information Report

Please see the school's SEN Information Report for information about; the kinds of SEN that are provided for at Brownhill Learning Community, how pupils with SEN are identified and assessed, how pupils and parents are involved and consulted, how pupils are supported when moving between phases and preparing for adulthood, our approach to teaching pupils with SEN including adaptations to the curriculum and learning environment, expertise and training of staff, how we evaluate the effectiveness of SEN provision, how we enable pupils with SEN to engage in activities with pupils who do not have SEN, support for improving emotional and social development, how we work with other agencies, how we handle complaints about SEN provision and the local authority local offer.

6. Monitoring Arrangements

This policy and information report will be reviewed by Catherine Holden-King **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Safeguarding
- Exclusions
- Assessment
- Curriculum
- Teacher appraisal and capability