

Bletchley Park School
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and students in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Date: September 2024



Laura Sharman
Headteacher



Andrew Sutherland
Representative, Proprietor- Cambian Group

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Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Principles

Bletchley Park is an inclusive school, determined to meet the needs of all our students. Our school has a clear approach to identifying and responding to a students' SEN. The school aims to identify students' Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision to meet their individual needs ensuring full access to a broad and balanced curriculum. There is a whole school approach which involves all staff, in understanding how children learn and supporting students with Special Educational Needs.

Teachers at Bletchley Park use appropriate assessment to set targets which are deliberately ambitious. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement, ensuring all students achieve their personal best. The quality of teaching for students with SEN, and the progress made by students, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders will regularly review how expertise and resources used to support SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Within the context of the students who might require additional support at Bletchley Park include:

- students with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- students with hearing and/or visual impairment
- students with specific physical and medical conditions

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our academic and pastoral teams have specific oversight of our school's arrangements for SEN and disability.

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Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for all students with SEND. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents would be informed. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our students have a voice in this process.

In order to meet these aims, our objectives are:

- to assess and identify specific areas of educational difficulty for the pupil;
- to ensure all staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- to ensure students' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Students entering the school will normally have a baseline assessment including review of academic and therapeutic reports. The SENCo or the Parent Liaison Officer will meet the pupil and talk to parents. Students are admitted to the school at the discretion of the Headteacher. Students with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

Special Educational Needs Co-ordinator (SENCo)

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The current SENCo is Sarah Escott. It is the responsibility of the SENCo to oversee and co-ordinate the operation of the Special Educational Needs Policy. The SENCO who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

The SENCO:

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- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.
- oversees the records for all students with special educational needs;
- liaises with parents of students with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- support staff in developing strategies to meet effectively the learning needs of all students at our school;
- Provides high quality training for teachers and LSAs to support pupil's well-being.

Teaching Assistants

Teachers and Teaching Assistants hold regular weekly meetings to discuss students learning and to plan next steps. This allows staff to plan provision and differentiation for students, to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our students. As part of inclusion we believe that students should receive assistance with their peers within their classrooms, therefore as much as possible our students receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

What Bletchley Park School does

Students who attend Bletchley Park School generally all have EHCPs or are in the final stages of obtaining one. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. Where we identify a child as having SEND additional to that in their EHCP, we take action to remove barriers to learning and put effective special educational provision in place.

We will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised.

It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

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Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Our school will regularly and carefully review the quality of teaching for all of our students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Bletchley Park School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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Able Students

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. We use our information system to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

Partnership with parents

Our school works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for students with special educational needs. Teachers have meetings to share the progress of special needs students with their parents. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of our support by increasing parental engagement in the approaches and teaching strategies that are being used.

Meetings with parents can provide essential information on the impact of support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for students with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents.

Monitoring and evaluation

The SENCo supports teachers, where necessary, in meeting Pupil Support Plan outcomes for students. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Complaints

Parents are encouraged to discuss any concerns with the pupil's class teacher, SENCo or the Headteacher.

Disability Discrimination Act

Whenever possible Bletchley Park will provide education students who have a disability and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the

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Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan.

This Policy will be reviewed annually.

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