



FREDERICK BREMER SCHOOL



SEND Policy

2017-2018

Person responsible	Ben Lyon
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Ratified by Governors on	8 th November 2017
This policy is communicated by the following means	Staff shared area and Website



Review Date	Changes made/Details of action plan	Due Date	By Whom
September 2017	Change of names, update format and branding. Updated flight path.		Ben Lyon

Ratified



The School uses the term ‘parents’ to signify parents and/or carers, i.e. all those who have parental responsibility for a child or young person.

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Frederick Bremer School – SEND Policy

Vision

The school is committed to making the principles of the SEND Code of Practice (2015) a reality at Frederick Bremer: to this end ***all children and young people are entitled to a fully inclusive education within the mainstream curriculum that enables them to make progress so that they 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.***

Frederick Bremer School fully endorses the core principles of the SEND Code of Practice 0 – 25 years (January 2015). In line with the Code of Practice the school aims to include its pupils with SEND within its mainstream provision, as long as it is an efficient use of the Local Authority's resources and providing that the school is appropriate for the child's, ability and aptitude and that their inclusion with in the school is not incompatible with the efficient education of other pupils.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice: 0 – 25 years (January 2015)
- The Children and Families Act 2014
- Equality Act 2010: Advice for Schools (February 2013)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out Transitional Arrangements, Section 137
- The National Curriculum in England (September 2013)
- Frederick Bremer Safeguarding Policy
- Frederick Bremer Accessibility Plan
- Frederick Bremer Medical Needs Policy
- Frederick Bremer Equality Policy
- Teachers Standards (2012)

Admissions Arrangements are managed by the London Borough of Waltham Forest using the PAN London Admission Arrangements. All applications for pupils with Statements or EHC Plans need to be made through the Local Authority.

The Policy was written by the Deputy Head (Behaviour and Outcomes), supported by the SENCO and consultation has took place with the SEN Governor, SEN pupils and their parents/carers prior to ratification.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or 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 educational facilities of a kind generally provided for others of the same age in mainstream Colleges or mainstream post-16 institutions

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 colleges, maintained nursery colleges, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

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Disabled Pupils

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Our Context

Frederick Bremer recognises that many pupils, at some point in their school career, have special educational needs which may require support. We never consider this as an excuse for under-achievement and high aspirations are key to all our school improvement work. Every teacher is a teacher of every child, including those with SEND and this is a central philosophy to our school and part of the diversity that we celebrate. The school also aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for pupils with SEND. This policy applies to pupils with SEND, their parents and all staff.

Aim

Frederick Bremer School fully endorses the core principles of the SEND Code of Practice (2014) and is working to make them a reality at Frederick Bremer:

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

- *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*

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

In line with the Code of Practice Frederick Bremer School is fully committed to the inclusion of pupils with SEND, providing that the school is appropriate for the child’s age, ability and aptitude and that their attendance is not incompatible with the efficient education of other pupils in the school and is an efficient use of the Local Authority’s resources.

The SEND policy is written in line with the aims and objectives of our school:





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We also affirm that:

- All learners are of equal value and share an entitlement to the highest quality of education.
- We recognise, respect and value difference and understand that diversity is strength.
- We foster positive attitudes and relationships.
- We foster a shared sense of cohesion and belonging.
- We have the highest aspirations for all our pupils.
- Our planning for SEND focusses on outcomes for pupils, not just hours of provision or support.
- We work to raise standards for all pupils, but especially for the most vulnerable.
- We work in line with best equalities practice observe good equalities practice.

All areas of the building are fully accessible for people with disabilities or limited mobility.

Objectives of This Policy

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To guide the (appropriately qualified) Special Educational Needs Co-ordinator (SENCO) who will work with the SEND policy.
- To ensure access to the curriculum for all pupils.
- To provide support and advice for all staff working with pupils who have special educational needs.
- To develop and maintain partnership and high levels of engagement with parents/carers.

Partnership with Families

The school works in partnership with parents. This will enable pupils with SEND to achieve good or better outcomes. The school recognises that parents have a unique overview of their child’s needs and how best to support them and that this gives them a key role in the partnership.

We have high aspirations for all of our pupils, including those with SEND. In keeping with the principles of Person Centred Planning, * pupils with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Pupils’ views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important when transferring to post-16 education or training, as some rights to participate in decision making about EHC plans transfer from the parent to the young person.

* Person Centred Planning is a process for continual listening and learning, focussing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends



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Identifying and Assessing Pupils With Send

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction (CAI)
- Cognition and learning (CAL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

In line with the SEND Code of Practice, we accept that pupils often have needs that fit into more than one of these areas and that their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEND may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- Bilingualism / Multilingualism
- Being eligible for the pupil premium
- Mental health and emotional wellbeing

Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the school, in partnership with parents and the young person, will endeavour to identify using the principles and procedures outlined in the Behaviour Policy and via the medium of Referral Meetings.

The school has a clear approach to identifying and responding to SEND. All teachers at the school are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

The SENCO, Asst. SENCO, ASD SENCO and STILL liaise with all primary schools during the KS2 to KS3 Transition Process and pupils are assessed in a number of ways during this process, based on the following:

- Key Stage 2 data
- Reading Age and Spelling Age
- MidYIS testing

Further diagnostic testing is put in place for some pupils as a result of the above to ensure a more forensic analysis of their individual needs. This testing is carried out by our Specialist Assessor (SpLD Hornsby Diploma) and includes WRAT (Wide Range Achievement) Testing, DASH (Detailed Assessment of Speed of Handwriting) Testing and PHAB (Phonological Assessment Battery) Testing. Further advice may also be sought by the Educational Psychology Service.

Mid Term Admissions also undertake the same rigorous procedures and, in some cases, a more in-depth look at bilingual learners.

Where it is decided that a pupil has a special educational need (SEND), this decision is recorded in the school records and parents are informed. Parents of pupils identified on entry with SEND will have the opportunity to discuss the best approach to their child's learning in secondary school.

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For pupils who arrive at the school with EHC Plans (or Statements until 2017), there will be rigorous and robust planning as soon as the school is named. This will include meetings with parents, visits by the SENCO to the Primary School, attendance by the SENCO at the Transition Review and an additional Transition Morning at Frederick Bremer, during which pupils and parents will work with staff in the Student Services Department to create a person-centred Pupil Profile and film a personalised interview for all staff. The SENCO will meet again with parents and pupils in September to review the objectives outlined in the Statement or EHC Plan and ensure that educational provision is in place to meet these objectives.

The school regularly gathers information about every pupil's attainment and progress, alongside national data and expectations of progress. Academic data is officially updated four times a year and shared with pupils and parents. Progress is a crucial factor in identifying pupils who may have special educational needs. From September 2015, assessment is based on GCSE grades (currently letters but will convert to numbers as appropriate). Pupils each have an end of year and end of Year 11 target based on 4 levels of progress. Pupils who arrive below national levels (specifically 3b or below) will be initially set a target of 3 levels of progress but this will be adjusted upwards if these pupils are on track. SEN pupils' progress will not be capped. This creates a flight path and pupils' assessment grades will show whether they are on track.

Pupils completing KS3 assessments before September 2015

All pupils who completed their KS2 assessments before September 2015 would have received a National Curriculum level and will be following the flight path below (Please note that GCSE grades will be awarded as either letters or numbers, dependent on the year in which pupils complete these exams):

KS2 Level	Year 7 Target	Year 8 Target	Year 9 Target	Year 10 Target	Year 11 Target (Number Grad)	Year 11 Target (Letter Grade)
6a	5+	6	7	8-	9	A**
6b	5	6-	7-	7+	8+	A*+
6c	5-	5+	6+	7	8	A*
5a	4+	5	6	7-	8-	A*-
5b	4	5-	6-	6+	7+	A+
5c	4-	4+	5+	6	7	A
4a	3+	4	5	6-	7-	A-
4b	3	4-	5-	5+	6+	B+
4c	3-	3+	4+	5	6	B
3a	2	3-	3+	4	5-	C+
3b	2-	2+	3	4-	4+	C
3c	1+	2	3-	3+	4	C
2a	1	2-	2+	3	4-	C-
2b	1-	1+	2	3-	3+	D+
2c	GR+	1	2-	2+	3	D
B/N	GR	1-	1+	2	3-	E+

Pupils completing KS3 assessments from September 2015

All pupils who completed their KS2 assessments after September 2015 would have received a scaled score and will be following the flight path below (Please note that all GCSE grades will be awarded in numbers by the time pupils complete these exams):

KS2 Scaled Score	Year 7 Target	Year 8 Target	Year 9 Target	Year 10 Target	Year 11 Target
120	5+	6	7	8-	9
117.5	5	6-	7-	7+	8+
115	5-	5+	6+	7	8
112.5	4+	5	6	7-	8-
110	4	5-	6-	6+	7+
107.5	4-	4+	5+	6	7
105	3+	4	5	6-	7-
102.5	3	4-	5-	5+	6+
100	3-	3+	4+	5	6
97.5	2+	3	4	5-	6-
95	2	3-	4-	4+	5+
92.5	1+	2	3-	3+	4
90	1	2-	2+	3	4-
88.5	1-	1+	2	3-	3+
85	GR+	1	2-	2+	3
Below 80	GR	1-	1+	2	3-

The progress of a pupil making less than expected progress might therefore:

- be significantly below the projected flight path
- be slower than that of their peers starting from the same baseline
- fail to match or better the pupil's previous rate of progress
- fail to close the attainment gap between the child and their peers
- widen the attainment gap

Less than expected progress can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. This progress is monitored through referral meetings.

Where teachers decide that a pupil is making less than expected progress despite verified high quality, differentiated teaching, they will refer the pupil to the SENCO who will review the situation and plan a programme of intervention with the class teacher. The SENCO may also identify pupils that are not making progress in a particular subject and work with the class teacher as above.

If rapid progress is not made, the SENCO is then responsible for investigating and where necessary assessing the pupil to determine if the pupil has special educational needs, noting areas that are barriers to learning which may require support.

The identification and assessment of SEND includes an early discussion with the pupil and their parents and their consent to carry out any of the above assessments. These early discussions with parents enable the SENCO to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.



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We expect pupils and parents to participate as fully as possible in the assessment, planning and reviewing process.

The Autistic Spectrum Condition (Asc) Provision

The ASC Provision provides places for pupils with a Statement of Special Educational Needs where the primary need is autism and pupils do not have other multiple or complex needs. The majority of the pupils arrive in Year 7 working between Level 1 and Level 3 of the National Curriculum. Pupils working at P Levels at the end of Key Stage 2 would struggle to access mainstream lessons and therefore would not be appropriately placed at Frederick Bremer School.

All pupils in the ASC Provision will access an appropriately differentiated curriculum within mainstream lessons, with additional sessions in the Provision designed to pre-teach or consolidate learning. In addition, the ASC Provision will provide:

- Individualised or small-group work personalised to the needs of each pupil with ASC.
- An individual behaviour support plan for each pupil, to enable them to work towards managing their own learning and behaviour.
- Supported opportunities for social and emotional development to ensure that pupils thrive in a mainstream environment.
- Additional accredited courses at Key Stage 4, where these are more appropriate for pupils' needs than GCSE courses.
- Support for planning the next stage in education, employment or training.
- Access to external agencies, including a commitment to the services of Speech and Language Therapy, the Educational Psychologist and the Occupational Therapist.
- Access to the Whitefield's Outreach Service to support staff and pupils.
- Links with Special Schools to ensure that appropriate curriculum opportunities are maximised. The ASC Provision is currently managed by 2 acting HLTAs whose responsibilities are outlined below

(see [The Role of the SENCO/ASD SENCO](#)).

The Graduated Approach to Meeting Special Educational Needs and Disability

1. Assessment:

As outlined above.

2. Provision

High quality teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. High quality teaching of all pupils, including those with special educational needs, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2014.



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We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All pupils at Frederick Bremer have access to a broad and balanced curriculum, with targets that are deliberately ambitious. We adopt a blended approach to classes with a mixture of setting, streaming and mixed ability.
- At Key Stage 3, the school has some Intervention Pathway (IP) groups which allows for smaller teaching classes in key subjects and enables the curriculum to be personalised according to pupils' needs. There is an increased ratio of staff: pupil support in these classes.
- At Key Stage 4, the curriculum is carefully planned to be aspirational yet appropriate. The focus is on pupils gaining GCSEs and making expected progress or better but the curriculum will also be personalised to focus on broader key skills, transfer at post 16 and preparation for adult life in the wider community. The key measure for schools is now Progress and Attainment 8. In most cases, SEN pupils will be eligible for this measure and will be encouraged to take the e bacallaureate. There will always however be a personalized approach for each pupil.
- The School regularly reviews the quality of teaching for all pupils, including those at risk of underachievement, as part of the cycle of Quality Assurance outlined in the Teaching and Learning Policy. This includes formal lesson observations, department reviews and learning walks; including those led by the SENCO to ensure that high quality teaching for SEND pupils is in place across the curriculum and that HLTAs and TAs are being used effectively to support pupils with SEND.
- There is regular advice and training delivered by the SENCO and Asst. SENCO for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered, improve their understanding of how to support pupils with SEND in the classroom and develop their skills in identifying pupils with particular barriers to learning. Staff are encouraged to use online training materials to support their professional development. Where necessary, outside agencies deliver bespoke training.
 - All teachers and support staff who work with pupils with SEND are made aware of their individual needs, the provision in place to support them and any specific teaching strategies and approaches that are required. This information is recorded electronically on the School's Information System (SIMS) and in the T Drive. All pupils with a Statement or EHC Plan work with their parents and teachers to create, review and update a person-centred Pupil Profile which forms part of the information disseminated to staff. All pupils in the ASC provision have a behaviour plan as well as the Pupil Profile. Pupils with SEMH needs will have a specific SEMH plan.
- Staff are able to observe outstanding teaching of pupils with SEND as part of normal staff development opportunities.

Increased levels of provision and support

However, in spite of high quality, differentiated teaching, it may become evident that some pupils need increased levels of provision and support to enable them to make rapid progress.

- In consultation with pupils, parents and teachers, the desired outcomes, including expected progress and attainment, are agreed. In line with the SEND Code of Practice 2014, all decisions about provision will be based on desired outcomes.
- A decision is then made as to whether this provision can be provided by adapting the school's core offer or whether something different or additional is required.
- Subject teachers remain responsible for working with the pupil on a daily basis. Where interventions involve
 - 1:1 or small-group teaching away from the subject teacher, the teacher will still retain responsibility



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for the learning and progress of the pupil. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers are reminded that TAs can work in a number of flexible ways to promote independent learning and increase the time teachers spend with SEND pupils.

- The SENCO will support subject teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving, in joint planning and in advising on the effective implementation of support.

3. Review

- In addition to Annual Reviews for pupils with a Statement or EHC Plan, the SENCO will review the progress of all pupils with SEND four times a year, after each data drop. Additional review dates may also be agreed with individual pupils, parents and teachers, with clear actions and outcomes agreed.
- During these reviews, the SENCO will evaluate the effectiveness of the existing provision and its impact on pupils' progress. The views of the pupil and their parents are integral to this process.
- The SENCO, working with subject teachers, may revise the provision in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- A record of the outcomes, action and provision agreed through the discussion will be kept and shared with appropriate School staff and a record given to the pupil's parents. Information for staff will be updated electronically on SIMS and in the T Drive.
- If a pupil continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.
- The SEN Register will be reviewed and updated four times a year. If a pupil has made expected progress and/or barriers to their learning have been removed, they will be taken off the SEN Register but their progress will continue to be closely monitored by the SENCO.

The school recognises that progress may be slower or restricted for some pupils with a higher level of need. However the school will not cap progress for any pupil.

For those pupils with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment (formerly known as a Statement). Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Frederick Bremer’s Provision for Pupils with SEND

The School’s notional SEND budget is used to commission a range of services to support pupils:



Provision	Details	Target pupils
In class support from an HLTA or TA	<ul style="list-style-type: none"> Support the personalisation of learning for pupils with SEND. Ensure that pupils with SEND meet the learning objectives and outcomes, differentiating these where appropriate. Provide support for other pupils in the lesson so that the teacher can support pupils with SEND 1:1 or in a small-group. 	<ul style="list-style-type: none"> Those with a statement of SEND or EHC plan, where it is necessary in order to meet their educational objectives. Other pupils with SEND who require additional staff support to meet their desired outcomes.
Intervention Pathway groups/smaller groups at KS3	<ul style="list-style-type: none"> Smaller teaching groups in key subjects, including core subjects. Personalisation of the curriculum. Increased staff: pupil ratio. Coordinated approach to teaching, behaviour and rewards across subjects where appropriate. 	<ul style="list-style-type: none"> Pupils who are working below national average levels in English and Maths.
Literacy Interventions	<ul style="list-style-type: none"> Toe by Toe (phonics) Read, Write, Fresh Start (phonics, spelling, vocabulary and comprehension) Precision teaching <p>Interventions are carried out in class and after school. The length, frequency and duration of each intervention are determined by the individual programme. Each individual programme has its own approach to assessment. All interventions are run by our HLTA and TA for literacy, both of whom have received comprehensive training.</p>	<ul style="list-style-type: none"> Pupils are allocated to intervention programmes based on close analysis of data, including the results of any assessments carried out by our specialist assessor, and on feedback from pupils’ English teachers.
Numeracy Interventions	<ul style="list-style-type: none"> Power of 2 Perform with Time Catch-Up Numeracy <p>Interventions are carried out in class and after school. The length, frequency and duration of each intervention are determined by the individual programme. Each individual programme has its own approach to assessment. All interventions are run by our HLTA and TA for numeracy, both of whom have received comprehensive training.</p>	<ul style="list-style-type: none"> Pupils are allocated to intervention programmes based on close analysis of data, including the results of any assessments carried out by our specialist assessor, and on feedback from pupils’ Maths teachers.

<p>Speech and Language Therapy</p>	<ul style="list-style-type: none"> • 1:1 and small-group programmes, delivered by our Speech and Language Therapist and three trained TAs: <ul style="list-style-type: none"> - Active Listening - Language Strategies - Social Skills <p>Interventions are carried out in class. Our Speech and Language Therapist reviews the progress of all pupils after the completion of a six or twelve-week programme.</p>	<ul style="list-style-type: none"> • Pupils with a Speech and Language Therapy Report, which makes recommendations for 1:1 and small-group programmes. • Pupils who are identified as having potential Speech and Language needs through the SALT screening questionnaire.
<p>Breakfast Club and Lunch Club</p>	<ul style="list-style-type: none"> • Run every day by our HLTAs and TAs, with input from the Speech and Language Therapist to ensure that pupils have the opportunity to develop social skills during these sessions. 	<ul style="list-style-type: none"> • Available to all pupils, with specific referrals coming from the counsellor, STILS, Home-School Link Workers and Learning Mentors.
<p>1:1 and small-group mentoring or therapy</p>	<ul style="list-style-type: none"> • A range of mentoring options is available. Mentoring may be provided by the Behaviour Mentor or by externally-contracted organisations. 	<ul style="list-style-type: none"> • Pupils with social, emotional and mental health difficulties.
<p>Homework Interventions</p>	<ul style="list-style-type: none"> • Targeted 1:1 after-school interventions which offer pupils support to complete homework, revisit key topics, revise for exams, and identify appropriate extension work and plan ahead to ensure all deadlines are met. 	<ul style="list-style-type: none"> • Pupils who have Homework listed as a cause for concern in their reports.
<p>Personalised Pathway at KS4</p>	<ul style="list-style-type: none"> • A skills-based options course with a focus on literacy and numeracy, work experience, careers, post-16 study and personalised support with the application and interview process. • Entry Level Units in English and Maths. 	<ul style="list-style-type: none"> • Pupils who are working below national average levels at the end of KS3 and for whom GCSE option courses will be too demanding.
<p>Personalised Pathway at KS3</p>	<ul style="list-style-type: none"> • As appropriate e.g. personalized/small group life skills/PSHCE 	
<p>Alternative provision</p>	<ul style="list-style-type: none"> • Specialist off-site provision for pupils with identified emotional and behavioural difficulties which are having a significant impact on their ability to access mainstream education. Both short and long-term placements available. 	<ul style="list-style-type: none"> • Pupils with a high level of need, in particular those with social, emotional and mental health difficulties.



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The above provisions are reviewed regularly by the SENCO to establish whether they are contributing significantly to pupil progress, offer value for money and reflect the needs of the pupils with SEND in the school.

The SENCO is responsible for provision mapping for each pupil with SEND. This process clearly outlines the support put in place which is additional to or different from that which is offered through the School's curriculum. It demonstrates how any additional funding is used.

Frederick Bremer works closely with the Local Authority in the development and review of the Local Offer, outlining provision available to meet the range of special educational needs and disabilities. The School's offer is published on the School's website www.bremer.org.uk

Transition to Further Education, Employment and Training

We place pupils and their families at the centre of planning for future transitions.

Frederick Bremer will make every effort to ensure that subject to availability, a Transition Adviser is available for all Transition Annual Reviews.

SEN staff will organise guided visits to local colleges and sixth-form providers to ensure that pupils with SEND are confident about the range of post-16 options available to them and will provide personalised support with the application and interview process.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a Statement, or Education, Health and Care Plan (EHC Plan) which brings together health and social care needs, as well as their special educational provision, in line with the SEND Code of Practice 2014.

The SEND Policy should be read in conjunction with the Medical Needs Policy and the Accessibility Policy.

Pupils with Send and Bullying

Our Equality Policy makes it clear that all our pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Pupils with Send and Exclusions

When considering whether to exclude a pupil with SEND, Frederick Bremer pays due regard to Government guidance issued in June 2012 which states that Schools should try every practicable means to maintain a pupil with SEND in the School and should seek local authority and other professional advice as appropriate.

The Role of the SENCO/ASC SENCO

Deputy Head (Behaviour and Outcomes): Ben Lyon (Ext: 3347) b.lyon@bremer.waltham.sch.uk

SENCO: Claire Binns (Ext: 3480) c.binns@bremer.waltham.sch.uk

ASC Manager: Angela Bolton (Ext: 3305/3306/3307) a.bolton@bremer.waltham.sch.uk

In collaboration with the Head Teacher, the BAP Team and the Governing Body, the SENCO's responsibilities include:

- overseeing the day-to-day operation of this policy
- contributing to the strategic development of the SEND Policy and provision
- co-ordinating and mapping the provision for pupils with SEND
- ensuring that the School keeps the records of all pupils with SEND up to date
- advising on the graduated approach to providing SEND support
- liaising with pupils with SEND and their parents
- liaising with the relevant Designated Teacher where a looked-after pupil has SEND
- liaising with external agencies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively
- line managing the Asst. SENCO, who line manages the Higher Level Teaching Assistants and the Teaching Assistants
- line managing the ASD SENCO, who line manages the Higher Level Teaching Assistants and the Teaching Assistants in the ASD Provision
- overseeing the review and maintenance of Statements, EHC Plans and records for all SEND pupils
- Tracking SEND pupils' attainment and progress to ensure that the gap between SEND and non-SEND pupils continues to reduce.
- liaising with and giving advice to staff
- Contributing to the continuing development and training of school staff.
- supporting, promoting and monitoring the participation of pupils with SEND in whole-school and extra-curricular activities
- overseeing the application for, and administration of, access arrangements for public examinations
- leading on the department's improvement planning
- working 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

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Governors will endeavour to:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the ‘responsible person’ – the Head Teacher – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources (see *Disability Equality Scheme and Accessibility Plan*).
- Are fully involved in developing and monitoring the school’s SEND policy
- Ensure that all governors, especially any governors responsible for specific areas, are up-to-date and knowledgeable about the school’s SEND provision, including how funding, equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school development plan
- Ensure that the quality of SEND provision is continually monitored.
- Respond to any complaints from parents regarding provision for their child

The Role of the School Council

There will be a designated School Councillor for SEND. The School Council Body’s responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that pupils with SEND are fully involved in School activities
- ensuring that pupils with SEND contribute to all school consultations and representative bodies

Complaints Procedure

The School’s complaints procedure is on the School’s website and available upon request from the school.

Publishing Information: Send Information Report

Frederick Bremer’s governing body will publish information on the School’s website about the implementation of the policy for pupils with SEND.

All information is stored in line with the school’s Data Protection Policy. The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will include:



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- the kinds of special educational needs that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting pupils in moving between phases of education and in preparing for adulthood
- the approach to teaching pupils with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for pupils with SEND
- how pupils with SEND are enabled to engage in activities available with pupils in the School who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying
- how the School involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND needs and supporting their families
- the above information will include arrangements for supporting children and young people who are looked after by the local authority and have SEND
- information on the School's SEND policy
- named contacts within the School for situations where pupils or parents have concerns
- arrangements for handling complaints from parents of pupils with SEND about the provision made at the School
- Details of the School's contribution to the Local Offer, including information on where the local authority's Local Offer is published.

Glossary of Key Terms Used In the Policy

Word	Definition
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
STIL	Student Tracking and Intervention Leader
LA	Local Authority
HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
ASD	Autistic Spectrum Disorder
EHC	Education, Health and Care Plan
IP	Intervention Pathway
SIMS	School Information Database System
CFCS	The Child and Family Consultation Service
CAMHS	Child and Adolescent Mental Health Services
WRAT	The Wide Range Achievement Test, which measures basic academic skills necessary for effective learning, i.e. reading, spelling and basic maths calculations.
DASH	Detailed Assessment of Speed of Handwriting Testing, which identifies specific difficulties with handwriting.
PHAB	Phonological Assessment Battery Testing. This assesses phonological processing, i.e. the ability to process sounds in spoken language.