

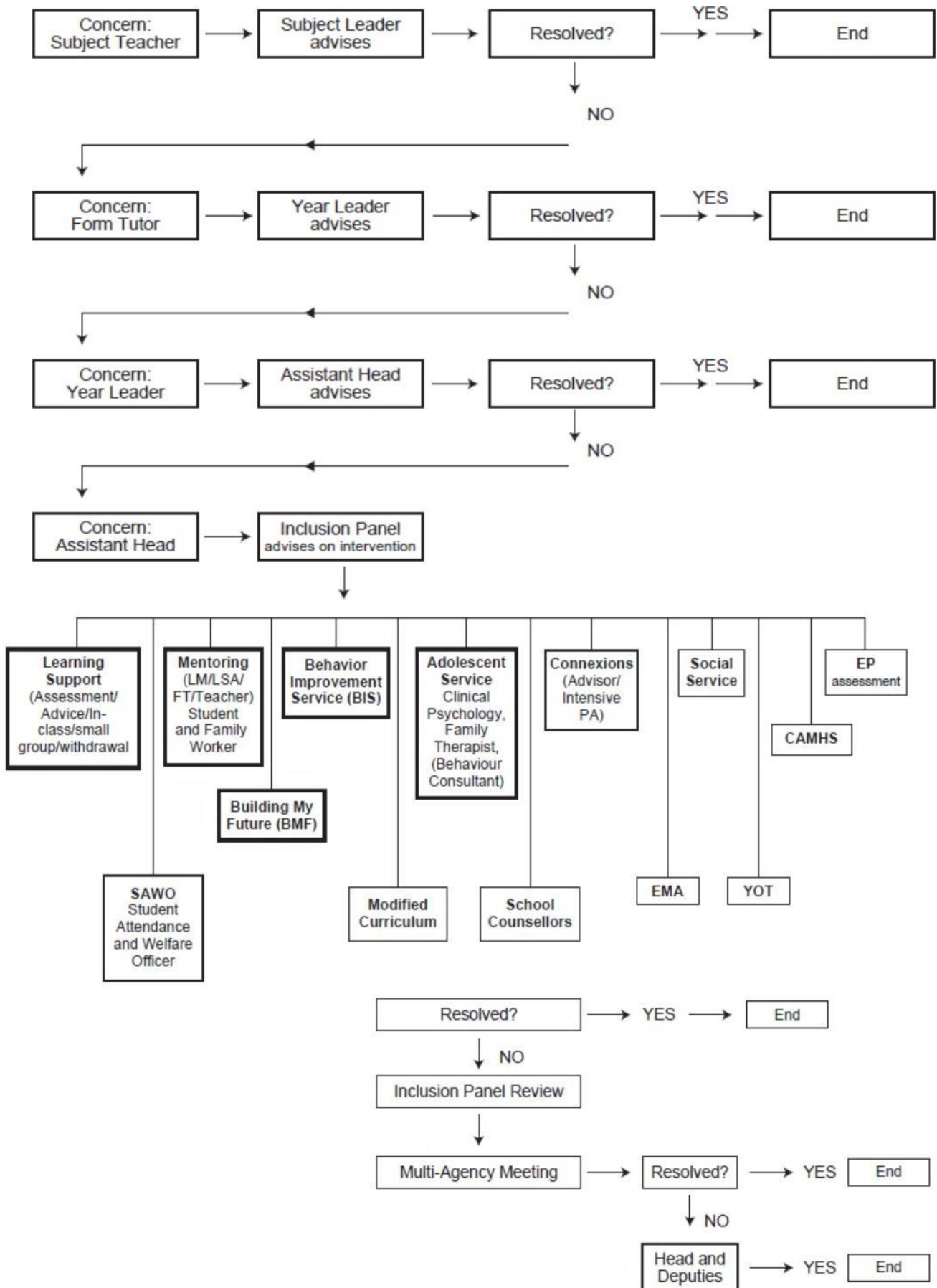
# **BRENTSIDE HIGH SCHOOL**

---

LEARNING AND ACHIEVING TOGETHER

## **Special Educational Needs and Disability (SEND) Policy**

Ratified by Governors	November 2022
Review date	November 2023
SLT responsible	SGn



**Schools have a statutory duty to have regard to the provisions of the Code of Practice.**

**The needs of all children with SEND must be addressed and provision should be made by the most appropriate agency.**

**The Governing Body have a statutory duty to use its best endeavours within the resources available in the exercise of its functions in relation to the School.**

The Governing Body of Brentside High School will:

- do its best to secure that the necessary provision is made for any student who has special education needs.
- secure that, where the 'responsible person' (the Headteacher) has been informed by the LA that a student has Special Educational Needs, those needs are made known to all who are likely to teach him or her.
- ensure the teachers in the School are aware of the importance of identifying, and providing for, those students who have Special Educational Needs.
- consult the Funding Authority and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that the student joins in the activities of the School together with students who do not have Special Educational Needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other children in the School and the efficient use of resources.
- have regard to the Code of Practice when carrying out its duties toward all students with Special Educational Needs.
- ensure that parents are notified of a decision by the School that Special Educational Needs provision is being made for their child

## **BRENTSIDE HIGH SCHOOL'S VIEWS/PRINCIPLES**

The School's general statement of aims, as appears in its publications, is:

"To value every student equally and ensure that all have equal opportunity to experience a whole curriculum which will promote their intellectual, cultural, aesthetic, moral, spiritual and physical development."

**Special Educational Needs is an equal opportunities issue.**

The needs of all students who may have SEND must be addressed. Students with SEND should have full access to a broad and balanced education, including all aspects of the curriculum as far as is possible. Students with SEND should not generally be segregated from their peers.

A partnership should operate between School and parents, in which the experience and insight of parents are valued by the School.

The views of the child should be taken into account when identifying, assessing and providing for their SEND.

Full access to the whole curriculum and effective learning for all students can be achieved only via the delivery of a broad, balanced and differentiated curriculum. There must be a whole school approach towards raising achievement and the methodology must be consistent with School aims.

At Brentside High School we understand the term Special Educational Need and Disability to embrace: learning, emotional, physical, sensory, social and mental health difficulties.

Many children may have Special Education Needs at some point in their school career. Some will have Special Educational Needs for the whole of their school career. At Brentside High School, students who do not, without additional support, have full access to the curriculum to which they are entitled are regarded as having Special Educational Needs.

### **Key principles of inclusion**

- All children are educable and should be equally valued whether or not they have SEND. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively. All staff are responsible for inclusion.
- Students are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some students in the mainstream curriculum.
- All children and their parents are entitled to be treated with respect and have their views taken into account. All arrangements should protect and enhance the dignity of those involved.

### **Inclusion – School Responsibilities**

- Ensure that parents are consulted if the school believes their child may have a SEN or disability.
- To promote an agreed understanding within Brentside High School of the broader meaning of inclusion; recognising the links between inclusive education and diversity
- Promote a whole school ethos that values all children and their families
- Foster a climate that supports flexible and creative responses to individual needs
- Ensure that all school developments and policies take account of inclusive principles
- Ensure that the admission of students with SEND is handled positively and sensitively. Additional support and advice should be offered where necessary to ensure that children's needs are adequately met
- Ensure that appropriate support and assessment arrangements are in place, both within the school and involving outside agencies, so that children's needs are properly addressed
- Ensure that all staff in Brentside High School have a good understanding of SEND
- Recognise that changes in practice will need the support of all staff and the school community as a whole

### **Key Principles of Curriculum Access**

- Ensure that appropriate curriculum resources are available for students with learning difficulties
- All students should receive a broad and balanced curriculum that recognises their different talents and learning styles and addresses the specific nature of their special needs. In deciding on curriculum access the views of parents and students should be taken into account
- Students should receive a balanced curriculum; this should include a right to all areas of the

curriculum alongside the consolidation of basic skills. It should aim to develop more independent learners, extend opportunities for students to extend their experience and knowledge outside their immediate world and prepare for adulthood. Alternative curricular arrangements will be monitored to ensure effectiveness, usefulness and relevance

- Students with SEND of all abilities should access learning opportunities that meet both their own needs and those of their peers. The curriculum should address individual learning patterns and interests taking into account their age, cognitive, social and emotional levels of functioning. Individual progress should be monitored and students' own views about learning opportunities should be taken into account
- The curriculum arrangements of all students including those with SEND should be seen as having equal value
- Students should have a suitably differentiated curriculum that is planned and well taught and in which their self-esteem is supported and developed. Planning should take into account their interest and motivation

### **Curriculum Access – Responsibilities**

- Ensure that activities are planned and delivered in such a way that students with SEND are able to make measurable progress, relative to their existing knowledge and skills
- Ensure that the staff has the knowledge of and a willingness to use the widest possible range of teaching strategies and styles to enable all students to have access to the curriculum. There should be flexibility in approaches to teaching all aspects of the curriculum
- Make all staff aware of their responsibility to address the range of SEND in their school.
- Seek to ensure the curriculum is relevant and meaningful to all students
- Endeavour to provide a broad and balanced curriculum that takes into account the holistic developmental needs of the whole child
- Be sensitive to the needs of all students and ensure that their achievements are valued.
- Ensure that students have access to appropriate support
- Ensure all students have equal opportunities for praise and rewards
- Ensure an appropriate learning environment for children with SEND
- Provide access and support for staff development in order to meet the full range of SEND so that the staff team understand and value the needs and learning styles of students with

### **SEND Identification, Provision and Review of the needs of students with SEND**

#### *Identification*

Identification of students with SEND is based on documentation provided by the parents, previous school, Key Stage 2 data, Spelling and Reading tests, MIDYIS data and teacher observation.

- Parents or students may make a request to the school for assessment
- Staff may identify students for assessment
- Outside agencies may request assessment and support for students with SEND.

### **Arrangements for SEND in-service training**

The Learning Support Department gives INSET to staff during the Bitesize training sessions as well as during department meeting time. The SENCo also works with CLT and staff to provide training on meeting the needs of students with SEND.

## **PARTNERSHIP WITH PARENTS**

Partnership between parents, children and school will be fostered. Parents are invited to discuss and participate in their child's learning.

Parents of all children will be kept informed of progress at all stages and their opinions and advice will be sought along with those of the child.

All parents / carers of students are invited to the review of their child's targets and provision three times a year.

### **Use of Support Services**

Access to the external support service is arranged through the regular Inclusion Panels and SENplan meetings.

### **Inclusion Panel**

Inclusion Panels are held once a fortnight for each year group to discuss the provision for students causing concern. The Panel consists of a Deputy Headteacher, Head of Phase, the SENCo, a SAFE Worker and a Year Leader. Staff from Ealing support teams and the Connexions coordinator attend relevant meetings to discuss referrals to their services and give advice. Other members of staff attend the Panels when necessary to plan and review provision for students. Outside agencies such as YOT, Social Services, EYCIS may also attend when necessary.

### **SEN Plan**

The SENCo meets with an Ealing Educational Psychologist to discuss students with SEND.

### **Links with other schools**

In addition to links with feeder primary schools, we aim to develop our links with other schools, including special schools, as necessary e.g. special link with John Chilton. We also get advice as necessary from John Chilton, Springhallow and Belvue Special Schools.

### **Review**

All students at Brentside High School have targets that are set and reviewed termly. Students with SEND will have targets relating to their individual need. Students need to be fully engaged in their own target-setting.

Information regarding:

- The strategies to be used
- The provision put in place
- When the plan is to be reviewed
- Success/Exit criteria

Students with Education, Health and Care Plans, should be fully-engaged in the Annual Review process in line with the requirements of the SEND Code of Practice 2014.

The SEND Policy will be reviewed annually.

### ***Admission Arrangements for Students with SEND***

- Students are admitted to the school in line with the School's Admission Policy
- Students with an EHC plan should be visited at their primary school by a member of the Learning support team prior to secondary transfer.
- A member of Learning Support or the year team should discuss the needs of all students with SEND transferring to Brentside High School with the primary SENCo or class teacher.
- Wherever possible Learning Support staff should attend the Annual Review of students with an EHC plan in their final year of primary school.

## **GLOSSARY OF TERMS Key SEND Terminology**

This selection is by no means exhaustive; however, the aim is to provide information on some of the most frequently used terminology within the area of Supportive Education and Inclusion.

### **Annual Review**

The Education, Health and Care Plan (EHCP) must be reviewed at least once a year. The review considers the child's progress towards targets based on the objectives of the EHCP and agrees new targets for the following year. As well as involved professionals, parents are invited to the review and they may bring a friend, adviser or named person with them. The review is normally held at Brentside High School

The LA decides whether to accept any suggested changes to the child's EHCP.

### **Asperger Syndrome**

While Asperger Syndrome is regarded by some as a condition separate from autism, it is helpful to see it as part of a continuum of autism where the pupil has higher ability. While the child with Asperger Syndrome acquires speech that is complex and grammatical, it is not used for communicating in the normal way. Appropriate eye contact is not made. The topic of conversation tends to be fixed to the speaker's interest rather than taking into account the interest of the listener.

Among the educational implications are the importance of understanding the condition and being challenging but realistic about what can be expected of a learner at different ages.

### **Attention Deficit Hyperactivity Disorder (ADHD)**

This term has emerged from attempts to clarify and define symptoms previously known as hyperactivity. If lack of attention is more evident than over activity then the term attention deficit disorder (ADD) is used.

Treatments include modifications to the diet, medication and/or behaviour therapy. The implications for

ADHD are clear:

The behaviour of children is inappropriate in itself  
It hinders learning and can lead to learning difficulties  
It can hinder the learning of others in a class group

The school normally draws on multidisciplinary help including Educational Psychologists and the child's GP.

### **Autism**

A central difficulty for autistic students appears to be their inability to make sense of the mind's own activities, thoughts, beliefs and feelings as indicated in the behaviour of others. Autistic students have difficulties with social understanding.

There is now a wide consensus that the cause of this lifelong condition is organic brain damage. Three times as many boys as girls are affected. While autism affects 4 to 5 children per 10 000, three times as many children have autistic spectrum disorders.



Some 75-80% of autistic children experience severe or moderate learning difficulties. About a third of autistic children have epileptic fits at some time. Some autistic people have a talent in an area not requiring social understanding. Such instances are seized upon by the media giving members of the public the impression that most autistic people have such abilities, an impression that is far from the truth.

Effective education should involve:

Bringing obsessive and inappropriate behaviours under control

Structured work on communication and social skills

Working closely with parents and/or carers

A recognition that the literalness of an autistic person's understanding means that one cannot assume the skills in one context will be generalised to other similar contexts

### **Social, Emotional, and Mental Health (SEMH)**

The Code of Practice recognises that students with emotional, social or mental health (ESM) difficulties have learning difficulties. ESM may stem from various causes such as abuse or neglect, physical or mental illness, sensory or physical impairment or psychological trauma. Sometimes ESM may arise from features of the school setting or may be made worse by these. ESM may also be associated with other learning difficulties.

ESM can be understood from various perspectives. From an educational viewpoint, ESM are on a continuum above occasional naughtiness or moodiness and below what would be considered mental illness. Children with ESM may tend to be withdrawn, depressive, anxious, aggressive or self-injurious. They may be excessively anxious, phobic, or demonstrate obsessive and compulsive behaviours.

Deciding whether a child has ESM is influenced by the 'nature, persistence, severity, abnormality or cumulative effect' of the behaviour in comparison with what is usually expected for a child of the same age. (Circular 9/94 Department of Education, 1994)

### **Code of Practice**

The SEND code of practice provides practical advice to LAs, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs.

### **Speech, Language and Communication Needs**

Most children with special educational needs have strengths and difficulties in one, some or all areas of speech, communication and interaction. The range of difficulties will encompass children and young people with speech and language delay, impairments or difficulties, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

### **Dyslexia**

A child experiencing dyslexia tends to have significant difficulties in reading, writing, spelling or manipulating number which are not reflective of the child's general intellectual ability. While oracy may be well developed, difficulty may be experienced in acquiring literacy and numeracy skills. A child's frustration at this discrepancy may lead to withdrawn or disruptive behaviour or poor concentration.

Estimates of the prevalence of dyslexia vary but as many as 10% of children may experience dyslexia to some degree with possibly 4% of all children being severely affected. Dyslexia is not thought to be

caused by general intellectual impairment, emotional factors or socio-cultural constraints. There appears to be differences in the brain morphology of dyslexic people which are related to areas of the brain which affect language development.

The drawback of this categorisation is that of labelling in general. By labelling a child one might suggest that everything that can be said about the child can be summed up by the category. A more productive way of viewing the approach is that provision is tailored to the particular needs of the child, and there should be an explainable link between the diagnostic assessment and subsequent provision.

Some approaches appear to be broadly appropriate. Individual, direct, structured, sequential teaching which is phonics based and multi-sensory and involves over-learning and repetition is considered effective.

## **Dyspraxia**

Dyspraxia (or apraxia) is a motor impairment in which a person is unable to perform voluntary, purposive movements although they are neither paralysed nor have a defect muscle condition. Motor development may be delayed in children with severe or moderate learning difficulties. It may be permanently impaired in children with certain physical disabilities such as cerebral palsy.

## **Disability**

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

## **Disapplication**

Removal or lifting of a programme of study, attainment target, assessment or any other component of the curriculum, or any combination of these, including entire subjects or the entire curriculum through relevant regulations.

## **Inclusive Education**

The aim of Inclusion is to encourage schools to reconsider their structure, teaching approaches, pupil grouping and use of support so that they respond to the needs of all students.

It is distinguished from integration in that integration assumes that the school system remains the same but that extra arrangements are made to provide for students with SEND.

## **Interim Annual Review**

A review of a child's special educational needs which is organised to take place before the child's Annual Review.

## **Learning Difficulties**

A child has a learning difficulty if:

They have a significantly greater difficulty in learning than the majority of children of their age or have a disability which either prevents or hinders them from making use of educational facilities of a kind provided

for children of the same age in schools within the area of the LA

Therefore, a learning difficulty is relative to the learning of the children of the same age. It also relates to the resources available to all children.

### **Moderate Learning Difficulties (MLD)**

For a child with MLD, the general level of academic attainment is significantly below that of peers, although not as far below as that for students with severe learning difficulties or profound and multiple learning difficulties. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills. Emotional and behavioural difficulties may be evident.

### **Physical Needs**

Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment. Others may lead to more complex learning and social needs.

### **SEN Support**

SEN Support is characterised by interventions that are additional to, or different from, those normally provided as part of Brentside High School's differentiated curriculum and teaching strategies. The

interventions are school based and are arranged through the school's resources.

There is a range of options available including:

- Extra or different learning materials
- Use of special equipment
- Group or individual support
- Extra adult time allocated for planning, resourcing and intervention
- Staff development and training to help produce more effective strategies

Sometimes there is a need for a higher level of support involving external services, both LA-based and outside agencies, especially if:

Continues to make little or no progress in areas of difficulty  
Is working at curriculum levels substantially below what is expected.

Continues to have difficulties in literacy and/or numeracy  
Has emotional or behavioural difficulties substantially affecting their own learning or that of the class/group  
Has sensory or physical needs requiring specialist equipment, advice, or support from a service/agency  
Has continuing communication or interaction difficulties that prevent social relationships and impede learning

### **Education, Health and Care Plans:**

Education, Health and Care Plans are documents prepared by a local authority (LA) under the Education Act 1996 section

324. EHC Plans are normally assigned when an LA decides that the special educational provision necessary to meet the child's needs cannot reasonably be provided within resources normally available to

the mainstream schools in the area. Some will end when a student leaves school. EHC Plans can include funding that must be used specifically for meeting a student's individual needs.

Education, Health and Care plans are issued according to the guidelines of the 2014 SEND Code of Practice. There is an increased expectation of child and parent involvement in the process as well as greater liaison between different agencies working with a child. The SEND code of practice can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

### **Speech and Language Difficulties**

Children who have speech and language difficulties come from all socio-economic backgrounds. Three times as many boys as girls have communication difficulties. Delay in developing speech and language can be due to intermittent hearing loss or lack of stimulation in early life.

A language problem can take many forms and show itself in many different ways. For example;

poor memory  
finding the correct word to use understanding everything that is said coping with time organising themselves  
reading and spelling

Through the provision of specialist teaching and speech and language therapy, speech and language therapists seek to help and support students with specific speech and language difficulties to follow the curriculum in mainstream lessons as much as possible.

### **Sensory Needs**

There is a wide range of sensory needs ranging from profound and permanent deafness and/or visual impairment through to lesser levels of loss which may only be temporary.

### **Special Educational Provision**

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in this area.

### **Transition Plan**

A plan devised following the annual review for students in Year 9, and updated at all subsequent reviews.

### **Evaluation of success of the school's SEND policy**

In evaluating the success of the policy we will be looking at the outcomes of various targets set for students with SEND. Centrally held tracking data is analysed to measure students' progress

### **Complaints about SEND provision**

In the first instance, complaints should be addressed to the SENCo. If the complainant remains dissatisfied, complaints should then be made to the Headteacher or the Chair of Governors.

## Brentside High School SEND Provision 2022-23

Provision	For years	Frequency	Description
Literacy groups	8 and 9	5 times per cycle	For students who have difficulty with Literacy and Speech and Language to study in small groups where the teacher is able to offer them more individual time and to plan carefully for their needs.
Curriculum Support Groups	10 and 11	5 times per cycle	An opportunity for students to do one fewer GCSE subject and spend the time reinforcing English and maths and other areas of the curriculum.
Speech and Language Groups	Year 7	2 lessons per week	Small group to develop receptive and expressive language skills, focussing on narrative and vocabulary building.
Catch Up Reading	Mainly 7 and 8	2 x 15 mins per week	A 1 to 1 provision supporting students whose reading age is very low. Students can also access the 'Catch Up' library for books to take home.
Paired Reading	Mainly 7	One tutortime p/w	For students above the level of Catch Up. They are paired with a student in Year 12 with whom they read.
SAFE workers	KS3/4	one session per week / as required	Each year group has a dedicated pastoral support worker. They can offer mentoring to specific students and monitor their progress particularly relating to social, emotional and behavioural issues.
School Counsellor	All	Weekly session	The school has experienced counsellors working here for three days a week.
Small maths groups	KS3 and KS4	3 hours per week	For students working at a level well below expected levels. Small group with teacher.
Spelling Groups	Years 7 to 9	2 x 20 mins per week	A computer spelling program and other resources with a number of levels of progression. Students are regularly assessed to ensure appropriate challenge.
Learning Mentor	KS3/4	1 hour per week	Intervention for targeted students and classes - 1.1 mentoring and in class support to ensure students' meet their potential.
Touch-typing	All	1 x 20 mins per week	For students whose handwriting has not improved. With satisfactory speed and accuracy they may be offered an alphasmart or a laptop.

<b>Provision</b>	<b>For years</b>	<b>Frequency</b>	<b>Description</b>
<i>John Chilton Outreach Project</i>	Year 8	Once a week.	<i>This collaboration between Brentside and John Chilton Special School offers the experience of working closely with students with significant needs, which helps to develop maturity and self-esteem.</i>
Educational Psychologist	All	Assessment (feedback and report)	The school may refer students whose progress is causing ongoing concern to an Educational Psychologist for assessment and advice.
SAFE Team	All	Ongoing - following referral	The School and Family Education team (multi-disciplinary team of psychologists, social workers, therapists and other specialists. They offer assessment of students, advice to the school and support to students and, if necessary, their family.
After-school Homework Club	All	Tuesday to Friday.	Two members of staff and computers are available. Attendance is generally voluntary but can be agreed.
LSA Withdrawal	All	As agreed and ad hoc	LSAs work with students 1 to 1 or in a small group outside of class. Either this is a regular slot or agreed for one lesson with the teacher.
Access Arrangements/ Special Considerations	All	For exams	Readers, scribes, extra time, prompts and laptops are the most common ways to support students get fair access to their exams. Special considerations are for exceptional situations that affect their performance.
LSA Group	All	Ad hoc in consultation with the teacher.	
LSA In Class Support	All	Lesson by lesson	For students with EHC plans, acute needs or for general in-class support. The LSA generally works with a small number of students in the classroom, though in some cases they will work with the rest of the class allowing the teacher to focus on target students. They are there to promote independence as well as achievement.
Staff member 1:1	All	1: 1 provision for a small number of students.	
Interventions/ Options support		5 hours per cycle	Extra support for GCSE coursework and/or basic literacy/ numeracy
SENS Teacher assessment	All	Single assessment	Borough Specialist Teacher advice

<b>Provision</b>	<b>For years</b>	<b>Frequency</b>	<b>Description</b>
Connexions Intensive	KS4	As needed	Intensive support to help students prepare for their future beyond school

Alphasmart	All	As required	Portable Word Processor
External College	KS4	Part-time or full time	Vocational courses delivered by specialist college staff as an alternative to one GCSE.
Dyslexia materials	All	Permanent	Reading and writing programs on computer. Alphasmarts. Specialist dictionaries. Spellcheckers.
Presentation and Handwriting	KS3	1 x p/w	Group to develop presentation and handwriting skills
Pitstop Club	Year 7 and 8	Every lunch	Safe space for more vulnerable students to be in a supported environment with encouragement to interact with peers and oversight from member of staff
BreakOut	KS3	Every break	As for Pitstop but for very small group
Small social skills groups Set up as required.	All	Short course 1 x pw	To address poor behaviour, attitude or self-esteem. Working on self awareness, self management, active listening, empathy, mediation, Impulse control  Developing positive relationships, Coping with stresses and pressures, body image issues.
Cooking club	All	1 x pw	To help develop positive friendships and social skills, encourage better attendance while learning to cook, and associated kitchen skills.