



Batley Girls' High School
Visual Arts College

Achievement • Respect • Transformation

Special Educational Needs and Disabilities (SEND) Information Report and Policy

Batley Girls' High School – Visual Arts College

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Aims

Our SEND information report and policy aims to:

- Ensure that all students have access to a broad and balanced curriculum.
- Ensure students receive a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career and ensure that the effectiveness of this provision is tracked and assessed regularly.
- Ensure that students with SEND take as full a part as possible in all school activities.
- Ensure that parents of students with SEND are kept informed of and involved in their child's progress and attainment through open and positive lines of communication and annual review meetings.
- Ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that all those involved with the student are aware of their own roles, responsibilities and expectations.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [Section 69 \(2\) of the Children and Families Act 2014](#)
- [Schedule 10](#) of the Equality Act 2010.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans and SEND coordinators (SENDCos).

This policy also complies with our Funding Agreement and Articles of Association.

Definitions

The SEN and Disability Code of Practice (2014) defines special educational need in the following terms:

“A child has a SEND if he or she has a learning difficulty or disability which calls for educational provisions to be made for him or her.”

“A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of children their age or he or she has a disability which prevents or hinders them making use of facilities of a kind generally provided for others the same age.”

Roles and Responsibilities

The SENDCo

The SENDCo is Emma Hodgson and as part of her role at Batley Girls' High School she will:

- Work with the Co-Heads, SLT link and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care (EHC) plans.

- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all students with SEND up-to-date.

The Assistant SENDCo

The Assistant SENDCo is Victoria Graham and as part of her role at Batley Girls' High School she will:

- Work with the Co-Heads, SLT link and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements ensuring that any arrangements reflect the normal way of working.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be a point of contact for external agencies, especially the local authority and its support services.
- Have responsibility for the appropriate screening, testing and assessing of students identified with a need to ensure the correct exam access arrangements are applied for.
- As the school's Specialist Dyslexia teacher, provide professional guidance to colleagues and work with staff, parents and students. Also, plan and deliver the necessary interventions.

The SEND Governor

The SEND governor is Jean May and as part of her role at Batley Girls' High School she will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Co-Heads, SLT link and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Co-Heads/SLT Link

The Co-Heads/SLT link will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers

Each class teacher is responsible and accountable for:

- Tracking and monitoring the progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.

- Ensuring they follow our SEND policy.
- Attending relevant CPD sessions to ensure that their knowledge of SEND is consistently up-to-date in relation to the students that they teach.
- To consistently deliver Quality First Teaching to all students.

SEND Information Report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, which we are able to accommodate by making reasonable adjustments, including:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Identifying students with SEND and assessing their needs

Students are identified as having SEND if they do not make adequate progress through Quality First Teaching. We will assess each student's current skills and levels of attainment on entry to school, which will build on previous settings and Key Stages. During the summer term of Year 6 those students offered a place at Batley Girls' High School complete a computer based Cognitive Ability Test, the results of which (alongside information from the primary schools) are then used to identify students who are working at a level significantly lower than age related expectations. In addition to this class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social or emotional needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' - these alone do not constitute SEND).

Consulting and involving students and parents

We aim to work in partnership with our parents and families to ensure that they are fully informed about all matters relating to their daughter's SEND. We like this partnership to begin as early as Year 5 to ensure a smooth transition to high school and to ensure that all staff are aware of and prepared for students' needs.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

The SEND team is also represented at each parents' evening allowing the opportunity for regular communication and reviewing of targets.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach starting with Quality First Teaching for all. Through the four-part cycle of **assess, plan, do and review**, different interventions will be explored following a graduated step to more specialist interventions - these are monitored and assessed using Provision Map software.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and attitude to learning.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services and agencies, if relevant.

Students' progress is reviewed regularly when progress grades are published, following this, interventions are planned/reviewed and, if deemed necessary, students are moved up or down the SEND register. We have a graduated SEND register that allows more detailed classification of the level of need. Students who are identified as SEND Support are placed on the register at K1, K2 or K3.

K1

Students at K1 will have a student passport written by the SEND team and student, which is shared with all teaching staff identifying their area(s) of strength and area(s) of need, which is reviewed after progress grades are published. These are students that have a SEND need that is not being met by Quality First Teaching. Interventions offered at K1 level are Lexia, Lunchtime SEND club, Adapted/additional resources such as low vision aids or tinted glasses.

K2

Students at K2 will have a learning plan in place written by the SEND team and student, which is shared with all teaching staff identifying area(s) of strength and area(s) of need as well as including parental views and student specific SMART targets. This is reviewed termly. Interventions offered at K2 level include those at K1 as well as Project X, Daisy Club, Lexonik, Life Skills, dyslexia intervention and withdrawal groups.

K3

Students at K3 will have a Kirklees My Support Plan in place written by the SENDCo (or colleague delegated by the SENDCo to do so) alongside parents and students. This is reviewed annually during parents evening (interim reviews happen if deemed necessary). Interventions offered at K3 include those at K1 and K2 as well as referrals to outside agencies and work with the Educational Psychologist.

Some children and young people on the SEND register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education, Health and Care Plan (EHCP).

EHCP

An EHCP brings together health and social care needs, as well as students' special educational needs and provision. Outcomes are set as well as targets for achieving the outcomes. For students with an EHCP, progress is monitored by the school and also through an annual review meeting, where the outcomes on the EHCP will be considered.

In consultation with parents, a student will be considered for removal from the SEND register where she has made sustained good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between them and their peers of the same age. Alternatively, where a student's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained and SEND support is no longer required to ensure this progress is sustained.

Supporting students moving between phases and preparing for adulthood

We take a proactive approach to the transition process.

Transition from KS2 - KS3

For SEND students, the Key Stage 3 transition process begins as early as Year 5 when the SENDCo attends the year 5 or 6 annual review meeting for EHCP students. We then work with Primary schools, families and the students to ensure a thorough transition process is in place that includes additional visits from key workers in primary school, as well as additional visits to Batley Girls' High School to ensure that students are prepared, comfortable and happy in making the transition and feel familiar with the school. We also use this process to ensure that any additional resources such as high back science stools and adapted art equipment are in place ready for the student starting Batley Girls' High School. The SENDCo and/or Assistant SENDCo attend transition evening.

Transition from KS4 - KS5

For students at Batley Girls' High School preparing to make the transition to Post-16 education we support them by ensuring that students have regular input from the school's careers service. We also ensure that the SEND team has the opportunity to visit any potential new provisions to ease the transition process.

For students making the transition from another school to Batley Girls' High School - the SENDCo and/or Assistant SENDCo attend the sixth form open evening to ensure that any potential students' questions can be answered and we are part of the transition process from the very beginning to ensure that appropriate provision is available and all staff are aware of and prepared for students' needs.

We will also share information with the post 16 provider our student chooses. We will agree with parents and students which information will be shared as part of this.

Our approach to teaching students with SEND

We firmly believe that all teachers are teachers of SEND at Batley Girls' High School, which means that all teachers are responsible and accountable for the progress and development of all the students in their class. All teachers are aware of the procedures for identifying, assessing and making provision for students with SEND and are actively involved in the review process.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students and their needs

We will also provide the following interventions (any interventions and support do not replace high quality teaching).

- Project X
- Lexonik
- Life Skills
- Social Use of Language
- Selective mutism
- Dyslexia support
- SEND mentoring
- Careers visits
- Catch up sessions for students with gaps in their learning
- Alternative KS4 Humanities
- Lunchtime sessions building on key skills such as working memory, motor skills and mindfulness
- Revision sessions

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style or content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Selective Mutism, Emotion Coaching, Precision Teaching, Lexonik and Project X.

Teaching assistants will support students on a 1:1 basis/small group when we work with the following agencies to provide support for students with SEND:

- Hearing Impaired Specialist Provision.
- Visually Impaired Specialist Provision.

- Speech and Language Outreach Workers.
- Child and Adolescent Mental Health Services (CAMHS).
- The Kirklees Educational Psychology Team.
- Kirklees Social Care Services.
- SENDACT.
- The team of Locala Nurses.
- Physiotherapists.
- Leeds Dental Hospital.

Expertise and training of staff

Our SENDCo has significant experience in both this role and as an English teacher. She is allocated 12.5 hours a week to manage SEND provision.

We have a team of teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEND provision. We also currently have staff completing qualifications in Specialist Dyslexia Teaching and an NVQ Level 3 in Supporting Teaching and Learning.

In the last academic year, staff have been trained in Mental Health First Aid, supporting students with attachment disorders, Child Centered Support, Selective Mutism, Emotion Coaching, Precision Teaching, Lexonik and Project X.

We use specialist staff for Dyslexia interventions which are delivered by our trainee Specialist Dyslexia teacher. We also have a range of literacy interventions such as Project X that are delivered by our Primary Specialist.

Securing equipment and facilities

Our SENDCo works closely with our Finance Director to ensure funds are allocated appropriately.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Using student questionnaires.
- Monitoring by the SENDCo.
- Using Provision Map software to measure progress and costs.
- Holding annual reviews for students with EHC plans.

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to take part in all school based activities and also in school trips and residential visits complying with the Equality Act 2010.

No student is ever excluded from taking part in these activities because of their SEND.

Disabled access is available to the ground floor areas, sometimes via external routes. Where possible we make reasonable adjustments, such as changes to teaching rooms for students who are unable to access the upper floors. Provision is made for students with visual impairment in the form of iPads, relevant apps, enlarged text and changes to font and background. Loops are available in some areas of the school for HI students and visitors.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council.
- Students with SEND are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships and social skills.
- The Social Use of Language Programme.
- Life Skills.
- Mentoring.
- SEND enrichment team.
- Student centred annual review process.
- Close links between the SENDCo and Wellbeing team to ensure effective and consistent interventions particularly around SEMH.

We have a zero tolerance approach to bullying.

Working with other agencies

We seek to respond quickly to emerging needs and after gaining parental consent work closely with other agencies who can offer additional support and advice.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each student. Most often this will be the SENDCo, but in some cases it can be another member of staff who we have identified as a key worker.

Complaints about SEND provision

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Complaints about the schools provision for the special educational needs and disabilities of their child should, in the first instance, contact the Co-Heads (Ms J Haigh & Mr D Cooper) or the SEND Coordinator (E Hodgson) to try and resolve difficulties informally. A formal complaint should follow the procedure outlined in the Complaints Policy, copies of which are available on the school's website.

Contact details of support services for parents of students with SEND

We work closely with a range of parental support services including PCan, KIAS and Carers Connect (EJH checking). PCAN are invited to and attend open evenings and any parent events held in school.

Contact details for raising concerns

Concerns in regards to Special Educational Needs and Disability should be raised with the SENDCo, E Hodgson who can be contacted by calling the main school office on 01924 350080 or directly via email on ehodgson@batleygirls.co.uk

The Local Authority local offer

The local authority offer has been developed as part of the Children and Families Act 2014. It aims to provide information on education, health and social care provision available for disabled children and young people and those with special educational needs, in a way that can be accessed quickly and easily.

Kirklees Council is working with parents, carers, young people, schools, colleges, early years providers and health services to produce the Local Offer.

The local authority offer can be found here:
<http://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

Monitoring arrangements

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

It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan.
- Equality information and objectives.
- Our SEND information report is included as part of this policy.