

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

This policy accepts the definition of SEN as set out in the SEN Code of Practice January 2015

### **Aims and Objectives**

Bodmin College endeavours to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities (SEND). The staff and trustees in the school are aware of the importance of identifying and providing for those pupils who have SEND and will ensure that they participate as fully as is possible in the activities of the school together with pupils who do not have SEND.

### **Responsible Persons**

The trustees have the overall responsibility for satisfying the legal requirements of SEND. The person co-ordinating the day-to-day provision of education for pupils with special educational needs will be the SENDCO, although the school has a dedicated team of Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who manage much of the support that is in place.

The designated Trustees for SEND are Roy Vannoey and Trudy May  
The SENDCO for the area of Mainstream is Caroline Sousek  
The SENDCO for the area of Greenfield is Holly Elliott

The SENDCO for each area is responsible for:

- Supporting the identification of children in their area with special educational needs;
- Co-ordinating provision for children with SEN within their area;
- Liaising with other schools to aid transition, external agencies and educational psychologists;
- Liaising with parents/carers of pupils of SEND
- Advising and supporting staff.

### **Admission and Inclusion**

All the teachers in the school are teachers of children with SEND. As such, Bodmin College adopts a 'whole school approach' to SEND, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school operates an equal opportunities policy for children with SEND who are afforded the same rights as other children. This includes both those children with Education Health Care Plans (EHCPs) and those with other levels of need. The school is committed to ensuring that all pupils have appropriate access to the curriculum and the school's environment.

### **Access to the Curriculum**

A broad and balanced curriculum is available for all pupils. Where pupils have SEND a graduated response will be adopted. The school will make provision for pupils with SEND to match the nature of their individual needs. The curriculum is scaffolded and adapted to meet the needs of individual pupils. Teaching styles and flexible grouping will reflect this approach. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

## **Identification and Assessment**

### **Providing the graduated response at SEND Support**

The school offers a scaffolded and adapted curriculum. When a pupil fails to make progress and shows signs of difficulty in any of the following areas: acquiring literacy and numeracy; has sensory or physical problems, or; communication or interaction difficulties, the school will place the pupil at 'SEN Support'. This support will be additional to the scaffolded and adapted curriculum and may include an Individual Education Plan (IEP), which will identify key strategies to support the young person, for example:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school spelling, handwriting and reading schemes
- Use of specialist equipment
- Access arrangements for examinations/controlled assessment
- Alternative teaching strategies
- Synthetic Phonics Intervention Programme (Read Write Inc.)
- Numeracy Intervention
- Social Skills development

The resources allocated to pupils who do not have an Education Health Care Plan (EHCP) but have SEND will be deployed to implement these plans at SEND Support as outlined in the Code of Practice (CoP) January 2015. Parents will be informed and pupils will be involved as appropriate to their age and understanding, in decisions taken at this stage. The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the CoP and the schools' assessment policy.

Reviews will be held as appropriate to individual needs. Additionally, the progress of children with an EHCPs will be reviewed annually, as required by legislation. When pupils are deemed to have made appropriate progress, they are removed from the school Record of Need. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services and plans will be amended accordingly. If progress is still not achieved, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of SEND (EHCP) under the remit of the 1996 Education Act.

### **Working with Parents**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the SEND experienced by their children in accordance with the recommendations outlined in the CoP.

### **Complaints Procedure**

The school operates a full complaints procedure to ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEND, whether they have EHCP or not, is treated fairly. The school complaints policy can be accessed on the school website.

**Related Policies**

- SEND information report;
- SEND Equality Objectives;
- Anti-Bullying Policy;
- Complaints policy.