



# THE Boswells SCHOOL

A member of the Chelmsford Learning Partnership

## SPECIAL EDUCATIONAL NEEDS POLICY

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 schools

<b>Responsible</b>	Local Governing Body
<b>Lead Staff Member</b>	Deputy Headteacher (Behaviour Welfare and Safety)
<b>Approved by</b>	Local Governing Body
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## THE BOSWELLS SCHOOL – SPECIAL EDUCATIONAL NEEDS POLICY

### Introduction

This policy complies with the SEND Code of Practice 0-25 dated July 2014.

The Assistant Headteacher (Inclusion and SENDCO) Special Educational Needs and Disabilities Coordinator is: Mrs A Thorne [atn@boswells-school.com](mailto:atn@boswells-school.com)

### Definition of special educational needs

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.

### Definition of learning difficulties

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### Definition of special educational provision

For children aged two or more, 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 schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### Objectives

1. To identify and provide for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice, July 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for SEND
4. To provide a SENDCO who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with SEN pupils

### Identification of SEND

Paragraphs 6.28-6.35 of the Code describe 4 broad categories of need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the School needs to take, not to fit a pupil into a category. At the Boswells School we identify the needs of pupils by considering the needs of the whole child which will include not just their SEND.

The Boswells School works closely with the feeder primary schools, and with parents of prospective students in making decisions about the most appropriate provision for individual students with special educational needs and disabilities.

The education of SEND students at the Boswells School is a collaborative enterprise involving teachers, parents and the students themselves. Students with special educational needs often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education. At The Boswells School, students' views will be sought and we shall encourage them to take responsibility for their own learning using a person centred approach. We will support the students to become independent learners as outlined in the Code.

### **Provision**

Wherever possible provision is made within the context of the mainstream classroom. The Boswells School considers all teachers to be teachers of pupils with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, which will allow them to be fully included in all the activities of the school alongside their peers. This provision should be reasonably practical and compatible with the student receiving the special educational provision they need and the efficient education of the pupils with whom they are educated.

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. Additional intervention and support cannot compensate for a lack of good quality teaching.

The Boswells School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Decisions about whether to make special educational provision will be made by the teacher and SENDCO in light of all the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress.

For a very few students the support given at SEND Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents and specialist services, whether to ask the LA to make a statutory assessment. The LA will conduct an assessment in collaboration with parents, the school and support agencies. Following assessment, the LA may decide to issue a Statement or a new Education Health and Care Plan (EHC Plan which specifies the student's needs and the provision which must be made to meet those needs). A statutory assessment does not always lead to a Statement or EHC Plan; the LA may decide that a note in lieu setting out the provision of additional equipment, expert advice or alternative strategies would help the student to make progress.

### **Supporting pupils and families**

- The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010. This includes pupils with any level of SEND: those with a statement or EHCP plan and those without.
- The school supports a multi-disciplinary approach to maximise the educational provision for students. Many agencies and services work closely with the school to help to identify, assess and provide support for students with special educational needs and disabilities.
- The Boswells School follows the JCQ guidelines for applying access arrangements for external examinations.
- For SEND students with medical conditions please refer to the School's policy on managing the medical conditions of students.
- The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- Essex SEND (IASS) Information, advice and support service provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service.  
Contact details are as follows: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

### **Allocation of resources**

The school is allocated SEND funding on an annual basis from the Local Authority.

### **Reviewing the policy**

The Boswells School SEND Policy will be reviewed annually.

It is expected that all students regardless of their SEND needs are able to reflect upon their conduct and adhere to the Boswells Behaviour Policy and School Code of Conduct. The safety of all members of the Boswells community is paramount.