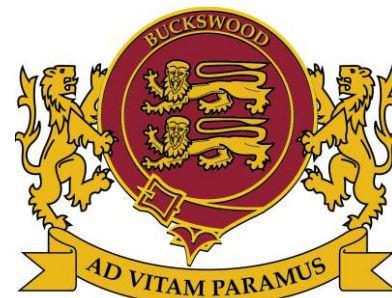


# POLICY STATEMENT



Policy	SEND
School Department	Teaching, Learning and Assessment
Date Written	26 <sup>th</sup> June 2018
Written by	E Wilson
Approved by	School Governors
Date of Approval	
Next major review date	26 <sup>TH</sup> June 2019
Location and disseminations	A copy of the policy can be found in the school office and on the school website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on curriculum, behaviour, child protection and safeguarding.

## SEND POLICY

### Introduction

This policy explains how our school meets the needs of children with SEN.

In this policy we explain how we meet our duties towards pupils with special educational needs and disabilities.

### Context

Buckswood School is an Independent, International Co-educational Secondary Boarding School. Pupils are 11-19. We are non-selective.

The ethos of Buckswood School values the individuality of every student. The School motto is 'Ad Vitam Paramus' – We are preparing for life. To this end, the staff, School Director and Advisory Governing Body are committed to a Policy which seeks to meet the individual needs of each student, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life.

Each student is helped to achieve a feeling of success in some aspect of school life and every effort made to instil in each pupil, a sense of pride in themselves and their work.

Buckswood School recognises that SEND students range across the spectrum of Able, Gifted and Talented, and EAL students, as well as those requiring support to access the curriculum. We recognise that many of the learning difficulties of students may be temporary and can be overcome, so students with additional educational needs are given the opportunity to benefit as fully as possible from a challenging education in a positive environment. Buckswood Policy

is consistent with the fundamental principles contained in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and the Equalities Act 2010.

We believe in providing every possible opportunity to develop the full potential of all students. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the curriculum offered by the school. All Students are valued and their self-esteem promoted. We work in close partnership with Parents and Carers who play an active part in their child's education and value input from them, as well as the Students themselves whose views are taken into account.

Each learner identified as having SEND, is entitled to support that is "additional to or different from" a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is detailed on a provision map which describes the interventions and actions that we undertake at Buckswood School for individual learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## Process

<p><b>How does Buckswood School know if my child needs extra help?</b></p>	<p>Students with every type of need are supported at Buckswood, and we make every effort to ensure that they make good progress and are well prepared for the next stage in their education. As soon as we know that they are coming to Buckswood, we gather as much information as possible from all possible sources including, but not limited to: Parents, previous school, therapy services if applicable, etc. Once in school we identify needs by:</p> <ul style="list-style-type: none"> <li>• Listening to the students.</li> <li>• Acting on concerns raised by Teachers, Parents, Welfare and Boarding staff</li> <li>• Carrying out assessments and reviewing results</li> <li>• Checking marking and feedback in different subjects</li> <li>• Reviewing targets and progress towards targets from the starting point of the student.</li> <li>• Applying the process of Assess- Plan –do- Review.</li> <li>• Contacting Specialist agencies where necessary.</li> </ul>
<p><b>What do I do If I think my child may have a Special Educational Need or Disability?</b></p>	<p>Contact your child's Form or Subject tutor in the first instance who will then discuss concerns with the Learning Support Co-ordinator to arrange a meeting to discuss concerns and plan a way forward. Alternatively contact can be made directly with the Learning Support Co-ordinator <a href="mailto:ewilson@buckswood.co.uk">ewilson@buckswood.co.uk</a></p>
<p><b>How will I know how Buckswood supports my child?</b></p>	<p>We try and work closely with all our parents to ensure that all students make progress and are happy.</p> <ul style="list-style-type: none"> <li>• There are regular weekly reports for parents to access.</li> <li>• We have an open door policy so concerns and next steps can be discussed.</li> <li>• We publish, on the school reporting system, termly assessment reports which outline attitude to learning, progress and attainment.</li> </ul>

	<ul style="list-style-type: none"> <li>Some students also have additional 1-1 lessons from the PEN teacher (Personal Educational Needs) Mrs D Carter, who will liaise with Parents of those students. These extra lessons incur an additional cost. Students on a PEN programme will be reviewed on the assess-plan-do-review cycle in line with school policy.</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Teachers are responsible for the progress and development of all children in their classes, including those with SEND.</p> <ul style="list-style-type: none"> <li>Teachers will deliver high quality teaching that is differentiated and personalised so that individual needs are met.</li> <li>Teachers will plan lessons to ensure there are no barriers to every pupil achieving</li> <li>Specific resources and strategies will be used to support every child individually and in groups.</li> <li>Teachers will use appropriate assessments to set outcomes which are challenging yet achievable.</li> <li>Teachers will give students elements of choice and control.</li> </ul>
<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents will support their child at home in order to work in partnership with the school. Buckswood School can also offer the following:</p> <ul style="list-style-type: none"> <li>Provide information about their child's specific needs.</li> <li>Share curriculum information via the school website.</li> <li>Provide website links for specific conditions.</li> <li>Individual support for parents if requested.</li> <li>Ensure reports from outside agencies e.g. Educational Psychologist, speech therapy etc. which contain suggestions for home working are shared with parents/carers.</li> </ul>
<p><b>What support is there for my child's overall well-being?</b></p>	<p>Students have access to the following:</p> <ul style="list-style-type: none"> <li>Designated Safeguarding lead</li> <li>The Hub- where advice can be sought about welfare issues and safeguarding.</li> <li>School Counsellor</li> <li>Health Centre</li> <li>Pastoral staff – Heads of Year, Form Tutors, key stage leaders.</li> <li>Head of Boarding, house staff.</li> <li>PSHE curriculum</li> <li>Equal opportunities for after school enrichment activities.</li> <li>The school operates a robust Behaviour policy, with clear sanctions and rewards as well as close monitoring of students behaviour over time.</li> </ul>
<p><b>What Specialist Services are available in school, or can be accessed by the school</b></p>	<ul style="list-style-type: none"> <li>School staff are well qualified and experienced with a range of Additional needs including:</li> <li>Dyslexia</li> <li>Dyspraxia</li> <li>Dyscalculia</li> <li>ASD</li> <li>Speech &amp; Language</li> <li>Counselling</li> <li>School Nurse</li> <li>General Learning Difficulties</li> <li>Team Teach</li> <li>De-escalation Strategies</li> <li>Anger Management</li> <li>Able Gifted and Talented</li> </ul>

	<ul style="list-style-type: none"> <li>• EAL</li> <li>• Differentiation</li> <li>• Gifted &amp; Talented</li> </ul> <p>If required there are a range of other professional services we can call on although these are likely to incur an additional cost:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist ASD Services</li> <li>• CAMHS</li> <li>• Visual &amp; Hearing impairment services</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>
<p><b>How will my child be included in activities outside the classroom – including school trips</b></p>	<ul style="list-style-type: none"> <li>• Activities and Trips are available to all.</li> <li>• Risk Assessments and procedures are in place to enable all children to participate in school activities and events.</li> <li>• If 1-1 support is required it will incur extra cost.</li> </ul>
<p><b>How will Buckswood School prepare and support my child on entry, on transfer to another school, or post 16 provision.</b></p>	<ul style="list-style-type: none"> <li>• Before entry to our school we will gather as much information as possible to help them settle in quickly.</li> <li>• Open days are for Parents and students to find out about the school.</li> <li>• Students are also offered taster days to see how the school works, understand expectations, procedures, school routines and for them to see whether it suits them.</li> <li>• Some quick assessments may also take place on the taster days to help us to plan for entry to the school.</li> <li>• Once we know that a student has additional needs, we will make contact with the parents to decide on desired outcomes and working to develop a plan to support the student to achieve those aims. Staff teaching this student will also be made aware of the student's.</li> </ul> <p>Transfer to another school:</p> <ul style="list-style-type: none"> <li>• Whenever a Student moves to another school, we will pass on the records of the student. If the student has additional needs we will also:</li> <li>• Pass on SEND records to the new school.</li> <li>• Liaise with the SENCO/HEAD of new school where possible to clarify any information necessary.</li> </ul>
<p><b>How is the decision made about how much, or what support my child needs?</b></p>	<ul style="list-style-type: none"> <li>• Following assessment, a clear picture of the student's needs will be available.</li> <li>• The Learning Support Coordinator will plan with Staff teaching this student the provision that will be made.</li> <li>• Closely tracking progress of the targets set will ensure that the provision matches the need.</li> <li>• Provision will be increased, decreased, withdrawn as necessary.</li> </ul>
<p><b>How accessible is the school site?</b></p>	<p>Buckswood has an Accessibility Plan in place. The physical environment varies and it is advised that parents should visit the site to check suitability for their child.</p>
<p><b>How will you help my child in exams like the IB?</b></p>	<p>In order to make assessments more inclusive for students, the Diploma Programme Coordinator (the 'DPC') is allowed to enable certain inclusive arrangements for students, without authorization from the IBO.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination)</li> <li>• A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.</li> <li>• The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).</li> </ul>

	<ul style="list-style-type: none"> <li>• An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate.</li> <li>• A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations.</li> </ul> <p>However, there are some arrangements that can only be made once prior authorization from an IB Assessment Centre has been obtained.</p> <p>The IB will require the following supporting documentation to be submitted with the online Request for inclusive assessment arrangements:</p> <ul style="list-style-type: none"> <li>• Medical/psychological/psycho-educational documentation; and</li> <li>• At least one piece of educational evidence</li> </ul> <p>The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests.</p> <p><b>OTHER CONCESSIONS:</b></p> <ul style="list-style-type: none"> <li>• Additional time, a reader, or a scribe can be arranged according to the different exam board rules and regulations. Please ask for more information.</li> </ul>
<p><b>What are the priorities for the coming year?</b></p>	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Embed new referral plan and follow up.</li> <li>• Monitoring of students who have been underachieving, displaying behaviour traits and are also known to welfare. (Triangulation data.)</li> <li>• CPD for Staff on a wide range of SEND issues/topics.</li> </ul>