

Bassingbourn Village College



Inclusion Policy

Committee	ASC
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Approved/Ratified by Governors on	22.04.15
Review cycle	Three yearly
Date of next review	April 2018

College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

This policy is a combination of the SEND policy and Medical needs policy and should be read in conjunction with the Expectations for learning policy and the Local Authority medical needs pathway documentation

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Section 1 - Special Educational Needs and Disability

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'
(SEN Code of Practice 2014)

1.3 Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its students. The information is available free of charge to parents of existing or future students of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post and on the school website www.bassingbournvc.net

This document contains all of the required information. Further information and advice on meeting special educational needs in schools is available from the government through their document ***Special educational needs and disability code of practice: 0-25 years***. The schools operate its policy, provision and practice in accordance with this guidance.

Reference has been made to the following legislation in compiling this policy:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Equality Act 2010
- Children and Families Act 2014

This policy has been developed through consultation with staff, students, parents and governors by Mrs Sue Murphy (SENCO) and Ms Vickey Poulter (Strategic lead for Inclusion)

1.2 Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational training provision that is additional to, or different from, the provision that is made generally for others of the same age in a mainstream setting in England.

(SEN Code of Practice 2014)

Bassingbourn Village College is committed to provided outstanding teaching and learning for all students. Through outstanding teaching, most students should secure expected, if not better progress. Students who fall significantly below the expected rates of progress despite quality first teaching may have special educational needs.

1.3 Vision

The SEN Code of practice 2014 principle is that 'all children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make successful transitions into adulthood, whether into employment, further or higher education or training.

Our aim is to know all our students as individuals. To provide a wide range of opportunities and experiences through a personalised curriculum and support. To ensure rapid and **sustained progress** within a kind, caring and close family environment. To nurture

individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

This vision is met through the following;

- Providing all students with a broad and balanced curriculum
- Quality first teaching which engages students and is personalised to individual needs
- Providing a whole school approach to the management and provision of SEN support
- Providing a holistic approach to support and provision for students with SEN
- Early identification and intervention of students who have a special educational need
- Intensive transition arrangements with feeder schools
- Support from external agencies as and when necessary
- Support and guidance regarding special educational needs for all staff
- Maintaining positive working relationships with parents and carers
- Working within the guidance of the SEN Code of Practice (2014) and the Cambridgeshire Local Offer
- Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, the Principal, the SENCO and all other members of staff, both teaching and support staff, have important day-to-day responsibilities.

1.4 Identifying Students who have Special Educational Needs

Many students experience delay in their learning and thus do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age. As a school we use a variety of methods to identify possible SEN needs, these include; referral from previous school, diagnostic assessments on entry, termly progress checks on academic achievement, teacher referral (when classroom intervention has been unsuccessful). Students are only identified as having SEN when they do not make adequate progress (defined below) following good quality classroom intervention.

The Code of Practice describes four broad categories of need:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, mental and emotional health**
- 4. Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors **other than** SEN e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being adopted
- Entering Year 7 below Level 4 in English (reading) and numeracy

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

1.5 Graduated Approach

Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

This is known as the graduated approach.

(SEN Code of Practice 2014)

Bassingbourn Village College provides a graduated approach to supporting students with a special education need.

STEP 1

Whole school - all students

All teachers provide quality first teaching. This includes differentiation by task, response, resource and outcome. Outstanding teaching is at the centre of what we do to ensure engagement is increased for all students.

All students are assessed at regular intervals through the whole school assessment cycle.

STEP 2

Progress Concerns – some students

Where staff have evidence that certain children are still not making adequate progress* referral can be made to the SEN department clearly indicating previous interventions and results. Concerns can also be raised by parents/carers. Prior to a referral all staff are expected to follow step 1 of the graduated response; quality first teaching, effective differentiation and intervention including the sharing of information with subject leaders, College Achievement leaders, support staff and parents/carers.

* The Code of Practice describes 'adequate progress' as progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.'

If students are identified as having progress concerns the SENCO will undertake an assessment based on information provided and decide to proceed to step 3 or monitor further.

STEP 3

If a special educational need is identified the student concerned will be placed on the SEN support register. This identification will lead to four types of action to be taken. Consultation with parents/carers and students will take place as appropriate. This intervention will follow the structure of:

1. Assess
2. Plan
3. Do
4. Review

Details of the schools provision offer can be found in the SEN information report and provision map on the schools website or Appendix 1 of this policy.

Students who have SEN will have an Individual Progress File (IPF), which will detail their specific needs, key strategies to remove barriers to learning, intervention put in place, specific outcomes and timescale. IPFs will be compiled after evidence is gathered through student

observation, discussions with staff and analysis of assessment data. If a student is identified as SEN support then a pen portrait will be completed to enable them to be fully involved in the planning of any intervention.

Individual student progress for SEN students will be monitored in line with the whole school assessment policy.

If the school cannot meet the needs of a student from within its provision then specialist services may be called upon, these referrals will be made via a Common Assessment Framework (CAF). At this point parents and students would be involved in the completion of the CAF.

The SEN support register at Bassingbourn Village College is a fluid and ongoing record of students' needs and progress made. All Individual Progress Files are to be reviewed at least twice a year to measure impact and review intervention in place.

If a student has made the necessary progress and/or their barriers to learning have been removed the student will be taken off the SEN support register, however their ongoing needs will be shared with all staff via an additional needs section of the register. This section will include a student profile giving details of the students' difficulties and suggested strategies to remove barriers to learning.

A student who has a statement or Education Health and Care Plan will also have their progress and attainment tracked and monitored through their Individual Progress File.

STEP 4 - Education Health and Care Plans

Children who still make very little progress, despite steps 1-3 may have more complex needs. If a student is considered to have complex needs and requires more additional support than the school can reasonably provide within its own budget, the SENCO will liaise with external agencies and parents/ carers to request a formal assessment for an Education Health and Care Plan. Further information on the Education Health and Care Plan procedure can be found on the Cambridgeshire Council website www.cambridgeshire.gov.uk/SEND

1.6 Supporting students and families

- Parents are encouraged to look at the Cambridgeshire local offer found at www.cambridgeshire.gov.uk/SEND
- Parents are encouraged to discuss any concerns they may have about their child's special educational needs with the SENCO. Mrs Sue Murphy smurphy@bassingbournvc.net or by calling 01763 242344
- The SENCO can signpost parents to relevant agencies and support if needed.
- The school website includes an Inclusion link for parents to access relevant SEN information, including a link to the school SEN information report. www.bassingbournvc.net

1.7 Monitoring and evaluation of SEND

At Bassingbourn we feel that self-evaluation promotes an active process of continual review and improvement of provision for all our students.

The quality of provision for SEND students is monitored regularly through the schools self-evaluation schedule. This includes lesson observation, work scrutiny, student and parental questionnaires. In addition the SENCO has the responsibility for the monitoring of SEND

students outcomes (progress, behaviour, attendance and attitude) and evaluating the impact of the SEND strategies used.

Reports are given to governors regularly on the progress, attendance and behaviour of SEND students.

1.8 Training and Resources

Schools receive funding for all students with SEN and we are able to purchase resources to support students from this funding. The local authority provides top up funding for students with a high level of need.

Training needs of staff are identified through the schools self-evaluation activities and appraisal cycle. Specific training is then planned through the whole school Continuing Professional Development (CPD) programme.

All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss individual needs of students.

The school's SENCO attends the Cambridgeshire SENCO network meetings in order to keep up to date with local and national updates in SEND. Relevant information is then feedback to staff through CPD sessions, emails and the Inclusion bulletin. Termly meetings are held between the schools SEND caseworker and SENCO.

Section 2 - Medical needs

2.1 Introduction

The staff at Bassingbourn Village College are committed to providing students with a high quality education whatever their medical need, disability or individual circumstances. We believe that all students should have access to as much education as their particular medical condition allows so that they maintain the momentum of their learning whether they are attending school or going through periods of treatment and recuperation. We promote inclusion and will make all reasonable adjustments to ensure that students with a disability, medical need or SEN are not discriminated against or treated less favourably than other students.

2.2 Definition of Medical Needs

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purpose of this policy, students with medical needs may be:

- students with chronic or short term medical conditions or a disability involving specific access needs, treatments, support or forms of supervision during the course of the school day or
- sick children, including those who are physically ill or injured or are recovering from medical interventions,
- or children with mental health problems.

The member of staff responsible for ensuring that students with medical needs have proper access to education is Ms Vickey Poulter (Vice Principal responsible for Inclusion). She will be the person with whom parents/carers will discuss particular arrangements to be made in connection with the medical needs of a student. It will be her responsibility to pass on information to the relevant members of staff. This person will liaise with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This will enhance students' inclusion in the life of the school and enable optimum opportunities for educational progress and achievement.

2.3 Partnership with parents/carers and students

Parents hold key information and knowledge and have a crucial role to play. Both parents and students will be involved in the process of making decisions.

Parents are asked to keep the school informed about any changes in the treatment their children are receiving, including changes in medication.

Parents will be kept informed about arrangements in school and about contacts made with outside agencies.

2.4 Absence as a result of a medical condition

All parents are expected to inform the school on the first day that their child is absent. If an absence lasts for a full week or longer, parents must produce a medical certificate.

In cases where students are absent for periods less than 10 working days, parents will follow the normal arrangements for informing the school. If the length of the period of absence can be anticipated, then it may be appropriate for the school to provide the student with a pack of work to do at home.

Where an absence exceeds 10 working days, the school will inform the Local Authority. Parents will need to provide the school with a letter from their GP in the first instance followed by a medical Consultant (as soon as it is possible to do so) containing details of the medical condition or intervention and information about the estimated period of absence if it is to be longer.

2.5 Arrangements for access to education in the case of long-term absence

It is essential that parents/carers inform the school at the earliest opportunity if it is anticipated that an absence will be long-term (exceeding 10 working days).

When an absence of more than 10 working days can be predicted, arrangements for continuing the student's education will be made by the College Achievement leader in conjunction with the Vice Principal, after speaking to the parents.

Home Learning and tuition will start as soon as is practicable and upon confirmation that the student is unfit to attend school. Students educated at home will receive a minimum of 5 hours teaching per week on a one to one basis from an educational professional. In some cases it may be appropriate for this tuition to take place on the school site, if the student is unfit to attend mainstream lessons.. This is intensive one-to-one teaching and is normally as much as a child recovering from illness, injury or surgery can benefit from.

In cases where a child has recurrent or regular treatment and is away from school for a number of shorter periods, the SENCO will provide home learning opportunities and packages of work to enable students to keep up to date with work missed.

The school, with the parents/carers cooperation, will maintain contact with students unable to attend. It may be appropriate for email to be used and if special events are taking place at school it may be possible for a video to be made and a copy sent to the hospital or home.

The school will continue to monitor the progress of students unable to attend. This will be done through discussion with teachers working with the child out of school and by examining work samples (where appropriate). In cases of extended absence the Vice Principal will arrange for a review to be held, attended by the student's parents/carers, the College Achievement Leader and any external agencies working with the student.

2.6 Reintegration following long-term absence for medical treatment

- As with the notification of absence, it is very important that parents/carers give the school as much notice as possible about the **student's date of return** to school.
- The school will draw up an individually tailored **reintegration plan** in advance of the student's return to school. This plan will set down any new procedures that need to be followed and will ensure that any additional equipment is in place. Particular attention will be given to matters such as handling and lifting and support staff will be given appropriate training. It is essential that all agencies involved with the student contribute to the drawing up of the plan. In some cases it will be necessary to have outside professionals on site when the child first returns.

- For some children, **reintegration will be a gradual process**. A student may start with a short visit to school and gradually increase the time spent in class as s/he builds up stamina. Where mobility and independence are reduced, or where additional medical procedures are involved, a preliminary visit will help to establish whether there are any access and/or? safety issues that need to be resolved before a date is fixed for the student's return.

2.7 Catering for student's medical and health needs in school

- The majority of children who have medical needs are able to **attend school regularly** and do not have to undergo extended periods of treatment. However, they may need to attend frequent medical appointments.
- Parents/carers of new students are required to complete a form which gives the school **information about individual medical needs**. It is the duty of parents/carers to return this form promptly so that any necessary preparations can be made.
- Information provided is then entered onto the Progresso the schools management information system and within the additional needs section of the Inclusion register.
- Staff must familiarise themselves with the medical needs of the students they work with. **Training** will be provided in connection with specific medical needs so that staff know how to meet individual needs, what precautions to take and how to react in an emergency.

The school has a number of **First Aiders** who regularly attend refresher courses. A current list of registered first aiders is readily accessible from the school office.

2.8 Accidents and Emergencies

If a student has an accident at school, they will be examined by a First Aider and appropriate treatment undertaken. If there are concerns by the First Aider about the injury, parents/carers will be contacted and asked to collect their child and refer them to their GP or the Accident Department of the local hospital. If a parent/carer cannot be contacted and it is felt the student requires immediate medical attention then an ambulance will be called. A staff member will accompany the student in the ambulance and remain with them until a parent/carer arrives. Staff will notify the parent/carer as soon as reasonably possible about the incident. Staff are not allowed to take students to hospital in their own cars.

2.9 Illness/Injury at school

Students who are feeling unwell should inform their teacher during a lesson or if on a break, should go to reception to report their illness to a member of the reception staff. Most students are treated in the Medical room but **must report to reception first**. If it is felt that the student is too ill to carry on at school, a parent/carer will be contacted and asked to collect their child. **We ask all parents/carers to ensure their contact details are updated and current and that they have arrangements in place for their child to be collected from school should the need arise**. We expect a responsible adult to collect them. Students are generally not encouraged to walk/cycle home when feeling ill and it may not be appropriate for them to catch a bus home if this is their normal mode of transport. Students leaving the building during school hours must sign out at reception.

2.10 Medication

Parents/carers can send in medication to the reception for keeping in a safe place. The medication must be clearly labelled for that student and the dosage/instructions clearly visible and in date. By law, parents/carers must give written consent for their child to carry their own medication and to be given medication. This should be given by completing either the consent form for long term medication (Appendix 4) or consent form for short term medication (Appendix 5).

Parents/carers will also be responsible for ensuring there is adequate supply of medication for their child whilst at school. Any out of date medication must be collected by parents or replaced with in-date medication if necessary. If a student suffers from conditions such as allergy, anaphylaxis, asthma and diabetes and they need to carry their own medication, parents/carers should complete the form for requesting this (Appendix 6). It is the parents/carers responsibility to ensure all medication is in date. Epi-pens – there should be at least 2 in school at all times for your child so that if 1 Epi-pen is not enough, 2 can be administered.

2.10.1 Short Term Medication (usually <1 week) such as Antibiotics or Pain relief

We encourage the taking of medicine at home but should the necessity arise to take medicine in school, the student should give it to a member of the reception team and take it under supervision at the allotted time. Medication should be in the name of the child, in its original packaging as dispensed by the pharmacist with instructions clearly visible (we are unable to accept blister packs). The expiry date should also be visible. We require written consent from parents/carers before medication can be accepted and supervised.

2.10.2 Long Term Medication and medical conditions (usually >1 week)

Parents/carers are required to complete a Care plan (Appendix 3) detailing the medication required for their child and all other symptoms and helpful information that will benefit our First Aiders and staff when dealing with their child.

Pain relief – if your child has recurring medical problems that require pain relief, parents/carers may send in a form with a box of the medication and instructions on when it can be given and in what dose.

Conditions such as allergy causing anaphylaxis, asthma and diabetes mean students need to carry their own medication at school.

Students requiring epi-pens, inhalers and diabetic medication have permission to carry their own inhalers and other necessary medication at school. We encourage parents/carers to leave a spare inhaler with the reception staff, named and in the appropriate box and in date.

No child will be given any medication without their parent's consent and no medication belonging to another person will be administered unless permission sought in an emergency from parents or the emergency services e.g. inhaler / epi-pen should the need arise.

2.11 School Trips / Visits

Before taking **children off the school premises**, the member of staff in charge will ensure the trips and visits checklist is followed and that any medication or equipment

needing to accompany students is safely packed. The school policy on educational visits will be followed.

We take with us on all trips a First Aid bag and details of any medical conditions for the children on that trip. On each trip an allocated member of staff is responsible for all medication and will carry the First Aid bag.

2.12 PE and Activities

Bassingbourn Village College encourages students to participate in physical activities and extra-curricular sport. Students who take medication may need to take precautionary measures before participating in exercise or during physical activity. Staff and students should ensure such medication is accessible. Parents should ensure medication is labelled with the student's name.

2.13 Personal Care

Students who need **special arrangements for personal care** will be assisted by a trained member of staff. The school has disabled toilets in the main building and sports hall. Protective gloves and aprons are provided for staff and there are procedures in place for the disposal of equipment. Students are encouraged to develop as much independence as possible in connection with personal care.

2.14 Identification of medical needs

- Most medical needs will be **identified by the parents/carers** in consultation with a medical professional outside school.
- Any **medical concerns the school has** about a student will be raised with the parents/carers and discussed with the school nurse. Most parents/carers will wish to deal with medical matters themselves through their GP. In some instances the school, after consultation with the parent/carer, may inform the GP or an appropriate professional.
- **Information about medical needs or SEN** is requested on admission to the school. Parents and carers are asked to keep the school informed of any changes to their child's condition. Wherever possible meetings with the parents/carers and other professionals are held before the student attends school to ensure a smooth transition into the school.
- At any time during the school year students or their parents/carers can request a personal **interview with the school nurse**. The school nurse runs a regular 'drop-in' session for students
- The School Nurse has a regular meetings with the strategic lead for Inclusion at which health matters are discussed.
- The school will work closely with other professionals to ensure good **communication and liaison**
- Children with more complex medical needs may require a **care plan**. This will be drawn up in consultation with the student, parents/carers and outside professionals, usually the school nurse. A delegated member of the support staff will supervise the carrying out of the plan.

Section 3 – Miscellaneous

3.1 Complaints procedure

If you are not satisfied with an aspect of your child's education then your first point of contact is to speak to your child's College Achievement Leader or the SENCO. If you feel that this has still not been resolved then you are advised to discuss your concerns with the Ms Poulter. A full copy of the complaints procedure can be found on the schools website www.bassingbournvc.net or a copy can be obtained from the school office.

3.2 Reviewing the policy

This policy will be reviewed annually as part of the policy review schedule.

3.3 Roles and Responsibilities

Mr Duncan Cooper - Principal

Ms Vickey Poulter - Senior Leader responsible for Inclusion, safeguarding and student welfare

Mrs Susan Murphy – Special Educational Needs Co-ordinator (SENCO)

We also have a committed team of support staff who have excellent knowledge and skills in supporting students with special educational needs.

Mr Ken Murphy – SEN and Child Protection governor

Ms J Shortt – Shakespeare College Achievement Leader

Mr A Margetts – Luther King College Achievement Leader

Mr S Gair – Keller College Achievement Leader

Mr D Beck – Moore College Achievement Leader

Mrs Barbara Isherwood – Lead First Aider

3.4 Confidentiality and Information sharing

At Bassingbourn we follow the HM government document on information sharing for practitioners providing safeguarding services. A decision regarding sharing of information with other agencies is taken using the flowchart in Appendix 7.

Section 4 Appendices

1. SEN information report
2. Progress concerns referral to Inclusion template
3. Bassingbourn Village College Care plan
4. Consent form for Long term medication
5. Consent form for short term medication
6. Request for a child to carry his/her own medication
7. Information sharing flowchart

Appendix 1 SEN Information Report

Introduction

Bassingbourn Village College is an academy school. It currently has 670 registered full-time students. The College teaches students from Year 7 to Year11.

Our College aspires to provide students with special educational needs and/or disabilities (SEND) with an education that allows them to fulfil their potential by recognising their individual differences, accepting their strengths and weaknesses and enabling them to value themselves and others. We have an inclusive ethos and the College strives to create a sense of community and belonging for all students.

‘All teachers are teachers of children with special education needs. Teaching such children is therefore a whole school responsibility.’ (SEN Code of Practice 2014)

Fundamental to SEND students accessing the curriculum is high quality teaching, differentiated for individual students and targeted at their area of weakness. The aim is to provide learning experiences and a curriculum that is so personalised that the requirement for students with potential needs to access additional intervention is reduced.

However, access to additional learning programmes and resources is in place at the College to support the development of key skills when assessment and quality teaching indicates that the student is not making progress.

It is our intention is to provide effective provision for students who may have additional needs under the broad categories of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Physical and/or Sensory difficulties.

What is the Local Offer?

In September 2014, local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the ‘Local Offer’

<http://www.cambridgeshire.gov.uk/send>

The Local Offer will give information about:

- Services and support available
- How student needs are identified and assessed

- The way schools and colleges support students with SEND
- How to access services
- Preparation for adulthood and independence

It will also include information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

Who can you contact about your child's difficulties with learning, SEND?

The Subject Teacher or Form Tutor

-is responsible for any information or concerns on your child's progress or difficulties in a particular subject

The SENCO/Inclusion Co-ordinator: Ms Sue Murphy

responsible for:

- Co-ordinating all the support for students with SEND
- Ensuring that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress
- Developing and overseeing personalisation of teaching and learning for your child as identified on the College Provision Map
- Liaising with professionals who may be coming into the College to support your child's learning – for example, Educational Psychologist
- Updating the College's SEND Register (a system for ensuring that all SEND needs of students are known by all teaching staff in College) and making sure records of your child's progress and needs are kept.
- Compiling and updating the student profiles and progress files of SEN support students
- Line-Manager of a strong team of 10 well-qualified Teaching Assistants who have strengths in specific areas and who may support your child at College.

The Vice-Principal Ms Vickey Poulter

Responsible for various leadership duties and Student Support/Inclusion

- Strategic oversight of Inclusion and SEND provision
- Line-Manager of SENCO/Inclusion Co-ordinator
- Designated Teacher for Child Protection and students in Local Authority Care(LAC)

Governor responsible for SEND: Mr Ken Murphy

Responsible for making sure that the necessary support is given for any child with SEND who attends the College.

How does the college know if my child needs extra help and what should I do if I think my child may have SEN?

Information is shared and gathered at the point of transition and entry into College. Alongside their National Curriculum Data, all students in year 7 undertake further assessments to provide comprehensive baseline data;

-Cognitive Ability Tests (CATS)

- NFER Reading and Comprehension Test (National Foundation for Educational Research)

- Vernon Spelling Test

All students in Year 9 undertake a further CATS Test. Reading Comprehension and Spelling Tests are held yearly until the end of Year 10.

The progress and learning of all students is monitored and reviewed regularly. Progress Checks are shared with students and parent/carers every half-term. If your child is identified as not making adequate progress, you will be informed and if necessary, a meeting will be set-up to discuss this with you in more detail.

If you have concerns that your child may have SEN, please contact Sue Murphy, the Senco/Inclusion Co-ordinator who will be more than happy to discuss this with you. We will:

- Listen to any concerns that you may have
- Listen to any concerns that your child may have.
- Plan any additional support your child may need that is different or additional to the good quality classroom teaching
- Discuss with you any referrals to outside professionals to support your child.

Bassingbourn Village College provides a graduated approach to supporting students with a special education need.

STEP 1

Whole school - all students

All teachers provide quality first teaching. This includes differentiation by task, response, resource and outcome. Outstanding teaching is at the centre of what we do to ensure engagement is increased for all students.

All students are assessed at regular intervals through the whole school assessment cycle.

STEP 2

Progress Concerns – some students

Where staff have evidence that certain children are still not making adequate progress* referral can be made to the SEN department clearly indicating previous interventions and results. Concerns can also be raised by parents/carers. Prior to a referral all staff are expected to follow step 1 of the graduated response; quality first teaching, effective differentiation and intervention including the sharing of information with subject leaders, College Achievement leaders, support staff and parents/carers.

* The Code of Practice describes 'adequate progress' as progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.'

STEP 3

If a special educational need is identified the student concerned will be placed on the SEN support register. This identification will lead to four types of action to be taken. Consultation with parents/carers and students will take place as appropriate. This intervention will follow the structure of:

1. Assess
2. Plan
3. Do
4. Review

Students who have SEN will have an Individual Progress File (IPF), which will detail their specific needs, key strategies to remove barriers to learning, intervention put in place, specific outcomes and timescale. IPFs will be compiled after evidence is gathered through student observation, discussions with staff and analysis of assessment data. If a student is identified as SEN support then a pen portrait will be completed to enable them to be fully involved in the planning of any intervention.

If the school cannot meet the needs of a student from within its provision then specialist services may be called upon, these referrals will be made via a Common Assessment Framework (CAF). At this point parents and students would be involved in the completion of the CAF.

If a student has made the necessary progress and/or their barriers to learning have been removed the student will be taken off the SEN support register, however their ongoing needs will be shared with all staff via an additional needs section of the register. This section will include a student profile giving details of the students' difficulties and suggested strategies to remove barriers to learning.

A student who has a statement or Education Health and Care Plan will also have their progress and attainment tracked and monitored through their Individual Progress File.

STEP 4 - Education Health and Care Plans

Children who still make very little progress, despite steps 1-3 may have more complex needs. If a student is considered to have complex needs and requires more additional support than the school can reasonably provide within its own budget, the SENCO will liaise with external agencies and parents/ carers to request a formal assessment for an Education Health and Care Plan. Further information on the Education Health and Care Plan procedure can be found on the Cambridgeshire Council website www.cambridgeshire.gov.uk/SEND

What will the College do if they think your child has SEN?
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Students not already identified will be highlighted at College in the following ways:

- Student or parental concern about progress or issues concerning their child
- Teacher concern and referral to Inclusion Department
- National Curriculum Key Stage levels compared with expected levels of progress nationally
- Year 7 Screening Assessments

- Referral and identification at primary or previous school
- Identification of a difficulty will be confirmed by diagnostic or observational assessment conducted by the SENCO or by a referral to other educational or medical specialists.
- Once identified as having SEN, we will take action to try and remove barriers to learning and put in effective measures to help your child.

How does the College support my child's learning and how will I know how my child is doing?

In order for students to have full access to the curriculum, we recognise that some may need a form of provision that is additional to and/or different from that provided as part of the usual differentiated curriculum. The 'intervention plan' will record the provision that the student is receiving. It might include the following:

- Basic skills development through small group or 1 to 1 teaching in English or Maths
- Indirect in-class support
- Targeted 1 to 1 support on an area of difficulty for example, spelling due to dyslexia
- The use of individual resources or equipment
- Social and Communicative interaction through small group work
- Small group literacy and numeracy in the core learning group in room 10
- Sound training sessions
- Social stories on a 1 to 1 basis
- Lunchtime Homework Club support

If a student makes little or no progress in specific areas over a long period then external support services are usually consulted. Again, we will record provision and strategies that the student is receiving. This might include:

- A more intensive skills development programme
- Joining the Access Class where learning is dedicated to supporting literacy and numeracy skills and raising emotional literacy. Students would be taken out of a number of mainstream lessons.
- Consultation with the Educational Psychologist

A few students who have persistent, severe or highly complex needs will receive provision at an even more intense level by having an Education, Health Care Plan (EHCP) or Statement.

As a parent, you will be contacted regularly. An initial meeting will take place to discuss the concerns of your child and plan any additional support. We will review and examine achievement through:

- Observations
- Work scrutiny
- Tests where appropriate
- Student/parent teacher views
- Review or revise the plan
- An Annual Review process for those students with EHC Plans or Statements.

Contact via email or telephone is a means in which the Parent/Carer/Subject Teacher/Form Tutor/ SENCO can touch base at anytime during the year.

SENCO email: smurphy@bassingbournvc.net

Telephone : 01763 242344

How will the curriculum be matched to my child's needs?

All students access:

- Good Quality Teaching that includes differentiated approaches by subject specialist teachers
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND

Some students that are identified as needing additional support may access:

- Additional in-class support provided by a Teaching Assistant
- Specific strategies that have been suggested by the Inclusion department or professionals
- Targeted interventions delivered by an experienced Teaching Assistant
- Access to specialist professionals, for example, a Speech and Language Therapist. This will help the College understand your child's particular needs.

A few students:

- May have an Educational Health Care Plan (EHCP) or Statement of Special needs. This support is available for those students whose needs are severe and complex. These students experience specific barriers to learning and require specialist support.
- The College or you, the parent, can request the Local authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a great deal of information about your child, including some from you) they will decide whether they think your child's needs seem complex enough to need a Statutory Assessment. If they do not think your child's needs meet the criteria for an EHC Plan, the Local Authority will ask the College to continue with the current support.
- If the Local Authority believes an Assessment may go ahead, further reports are collected and an EHC Plan will be written.
- The EHC Plan will outline the amount of money a child will receive from the Local Authority and the College's - 'Notional SEN Budget'. Liaison with the child, parent and school will determine the approach in supporting the child.

How will my child and I know that progress is being made and how will you help me support his/her learning?

- The student will receive regular feedback in the classroom which can be informative and may include next steps for progression, this may be either verbal or written in accordance with the AFL policy
- Written feedback is regularly provided for students using the what went well (www)/even better if (ebi)/my response is (mri) system outlined in our assessment for learning policy.

Progress checks are completed each half term and shared with students/parents/carers

- An Annual Review will be held for students with an EHC Plan or Statement of Educational Needs.
- In Year 7, parents/carers have the opportunity to meet with their child's tutor in October and there is then a parents evening in the summer term. Every other year group has one parents evening a year in addition to

other information evenings. At these meetings, you will have the opportunity to share your child's progress and discuss ways in which you and the teacher can further support your child's learning.

- A yearly report is provided that will have levels and comments from each of your child's teachers
- Every student at Bassingbourn has a student planner. You can use this to find out more information about the school and to make contact.
- Opportunities to contact a subject teacher or SENCO on a regular basis
- To support your child's learning, you will find the programme 'Show my Homework' on our school website. You and your child will be able to check any homework that has been set by your subject teachers. Many parents have found this extremely helpful in monitoring the work your child is doing at home.
- The Inclusion Department can recommend a choice of resources to support your child with their learning at home and are always willing to discuss with you ways in which to help your child.
- Teachers are willing to provide support and advice on any area of concern in their subject.

What does the College do to support my child's overall well-being?
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- At Bassingbourn Village College, we value the students' well-being above all. We have a strong pastoral system – there are 8 tutors in each College, a College Achievement leader and Assistant College Achievement leader. This ensures that you and your child will always have someone to talk to if there is something that is concerning you.
- All our staff are regularly trained to provide a high standard of pastoral support.
- Relevant staff are trained to support medical needs and in some cases, such as the use of epipens, all staff receive training. We have a medical policy in place which ensures that students with medical needs are fully supported.
- Our expectations for learning policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- If your child needs additional support, the Inclusion Department fosters a caring environment at break and lunchtime in Room 46. It provides a safe area where your child can meet other students. They are able to socialise, watch a film or listen to music under the friendly eye of Mrs Lisa Reader.
- Within our student services area 'The Hive' we have a student support and welfare worker, who students can go to if they have a problem. She will also run one to one sessions with some students who may need more intensive support.
- We have a well-equipped Medical Room run by Mrs Barbara Isherwood who is First Aid Trained and responsible for dealing with students with medical issues. She distributes medication and is the person a student goes to if they feel unwell.
- We have a School Nurse who has a drop-in session each week and who will also make appointments to see a particular student.
- We also work closely with the locality team and have a weekly drop in with a young people worker.
- Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways such as anxiety, behavioural difficulties or being uncommunicative. With your permission, we may access further specialist support through the CAF process.
- Students with SEND can be very successful at our College and have equal opportunity to:
 - o hold posts of responsibility,
 - o achieve awards at the end of term in our prize-giving presentation
 - o form part of a student-focus group in the interviewing process of the recruitment of new members of staff.

- Being in Vertical Tutor Groups can support integration and it is common practice that Year 11 tutees become a 'buddy' to a Year 7.

What Specialist Services and Experts are available at the College?

For most specialist services a Common Assessment Framework (CAF) application will need to be completed before accessing a service. This can be done with the SENCO, Vice-Principal or College Achievement Leader. The types of services include:

- Community Paediatrician
- Educational Psychologist
- Hearing Impaired
- Visually Impaired
- Speech and Language Therapist
- Occupational Therapist
- Student Support
- Youth Guidance & Advisory Service (Connexions)
- School nurse services
- Centre 33 counselling
- Child and adolescent mental health services

What Training do staff who support SEND receive?

- All staff share responsibility for students with educational needs. It is the SENCO's role to support subject teachers and alongside them assess, plan, monitor and review progress of students with SEND.
- Training and support is provided for all Teachers and Teaching Assistants to ensure good quality differentiated classroom practice.
- Training and support is provided for all Teachers and Teaching Assistants that is specific to the individual needs of students, for example: epipen training or Child Protection.
- Individual Teachers and Teaching Assistants attend a wide range of internal and external training that ensure all staff have a wide knowledge and experience base

How Accessible is the School Environment for students with SEND?

Our College is fully compliant with the Equality Act (2010) requirements.

- Adjustable tables and specialist seating is available if required
- There is a lift to the upper floor
- There are toilet facilities with disabled access in the College
- There is an accessible workspace and sink in the Food Technology Department
- Yellow stripes are on all staircases throughout the College and posts in the outside areas have yellow markings to ease access for visually impaired students
- Room 46, in the Inclusion Department, provides a safe, caring and sociable environment for students with SEND at break and lunch

- Extra-curricular activities and trips are accessible for students with SEND and Risk Assessments are carried out to ensure that Health and Safety Requirements are fully met.

How will I know the College will support my child and how are College resources allocated and matched to students with SEND?

- Students with and an Educational Health Care Plan (EHCP) or Statement of Special Educational Needs receive Local Authority Top-Up money to supplement that provided by the College.
- Deployment of resources for SEND is made in consultation with parents/carers/ the Principal/ Vice-Principal / College Governors and the SENCO on the basis of needs in the College.
- The Provision and Access Map includes all the support provided within the College and is reviewed regularly and changes made when necessary to ensure that the needs of all students are met proactively and resources deployed effectively.
-

How are parents involved in the College?

- Parent Association
- Parent Governor
- Parent Forum
- Parents' Evening
- Parent information evenings
- Performances
- Open days
- Option choices
- Support with homework ('*Show my Homework*')

How will the College prepare my child for Transition from Primary to College?

Ms Rebecca Hields is our Primary Transition Co-ordinator and she organises a comprehensive package from Primary to College and ensures students and parents/carers are fully supported

Sue Murphy, the SENCO, is also involved and visits the feeder primary schools. Her role is concerned with gathering information on students with SEND.

The Transition process includes:

- Meeting primary school Heads/teachers/ TAs
- Visits to feeder primary schools to meet the student
- Taster/Induction days at the College
- Extra transition visits with TA support
- Pastoral support

We have an Induction programme in place for welcoming new learners during the course of an academic year. This involves an Induction day for all young people and additional days, as required, for the young people to become comfortable with their new school.

We have very good relationships with any feeder settings as well as settings our young people move onto.

How will the College prepare my child for Transition to post-16 provision?

Ms Hields also runs the post 16 transition programme

- Taster days in Sixth Form in Year 10
- Sixth Form Evenings
- Open Day at Sixth Form
- UCAS progress website used for applications and can be accessed at home
- Career advice and resources can be found in 'The Hive'
- The inclusion Department liaise with Sixth Forms as required.
- For some students we run targeted trips to sixth form providers

Who can I contact for further information?

Vickey Poulter – Vice-Principal

vpoulter@bassingbournvc.net

Susan Murphy – SENCO

smurphy@bassingbournvc.net

- Principal
- Assistant Principals
- College Achievement Leaders
- Student welfare & behaviour
- Tutors
- Subject Specialist teachers
- Local Authority
- Local authority local offer www.cambridgeshire.gov.uk/send

Appendix 2

SEN referral form for staff to the SEN department under Step 2 of the graduated process

Name of staff member		
Subject		
Name of student		Tutor group
KS2 results	English	Maths
CWL from the last PC for your subject		Target for your subject
Reason for referral		
Evidence used		
Action taken in lessons to date		Impact
Additional information		

Appendix 3

Bassingbourn Village College Health Care Plan

Name of student	Date of Birth
Address	
Medical Condition	
Date	Review date
Clinic/hospital name and contact	GP Name and contact
Name of parent/contact 1	Name of parent/contact 2
Describe medical needs and give details of child's symptoms, triggers, sign, treatments etc	
Name of medication, dose, method of administration, when to be taken, side effects, who is it to be administered by, with or without supervision	
Daily care requirements	

Specific support needed for students educational needs e.g activities to be avoided
Arrangements for school trips
Describe what constitutes an emergency and the action to take if this occurs
Action
Who is responsible in an emergency
Staff training needed
Emergency medication
School staff signature
Parent/Carer signature
Medical professional signature
Date of meeting

Appendix 4

Long term medication consent form

Parental/carer agreement for Bassingbourn Village College to administer medication

Name of student:	
Date of Birth:	Male/Female:
Tutor group:	
Medical condition or illness:	
Symptoms:	
Medication, dosage and strength:	
Method of administration e.g. by mouth:	
Any precautions or side effects:	
Any other relevant information:	

Please ensure all medication is in date, in original packaging, clearly labelled with name of student, instructions and expiry date.

Emergency Contact details for two people:

Name:	Name:
Relationship:	Relationship:
Contact number:	Contact number:
Mobile number:	Mobile number:
GP/Doctors name and number:	

I understand that I must deliver the medication to the main reception office for safe keeping. The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to the school staff to administer the medication detailed above. I will inform the school immediately if there is any change in the above information. I agree to collect any out of date medication and replace if necessary with in-date medication.

Parent/carer's signature:

Print name:

Date:

Appendix 5

Short term medication consent form

Parental/carer agreement for Bassingbourn Village College to administer medication

Name of student:	
Date of Birth:	Male/Female:
Tutor group:	
Medical condition or illness:	
Symptoms:	
Medication, dosage and strength:	
Method of administration e.g. by mouth:	
Any precautions or side effects:	
Any other relevant information:	

Please ensure all medication is in date, in original packaging, clearly labelled with name of student, instructions and expiry date.

Emergency Contact details for two people:

Name:	Name:
Relationship:	Relationship:
Contact number:	Contact number:
Mobile number:	Mobile number:
GP/Doctors name and number:	

I understand that I must deliver the medication to the main reception office for safe keeping. The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to the school staff to administer the medication detailed above. I will inform the school immediately if there is any change in the above information. I agree to collect any out of date medication and replace if necessary with in-date medication.

Parent/carer's signature:

Print name:

Date:

Appendix 6

REQUEST FOR STUDENT TO CARRY HIS/HER OWN MEDICATION e.g. inhalers, Epipen, insulin

To be completed by the parent/carer. If more than one medicine is to be carried ensure all of them are written on this form.

Name of student:	
Date of Birth:	Male/Female:
Tutor group:	
Medical condition or illness:	
Symptoms:	
Medication, dosage and strength:	
What to do in an emergency:	
Any precautions or side effects:	
Any other relevant information:	

Please ensure all medication is in date, in original packaging, clearly labelled with name of student, instructions and expiry date.

Emergency Contact details for two people:

Name:	Name:
Relationship:	Relationship:
Contact number:	Contact number:
Mobile number:	Mobile number:
GP/Doctors name and number:	

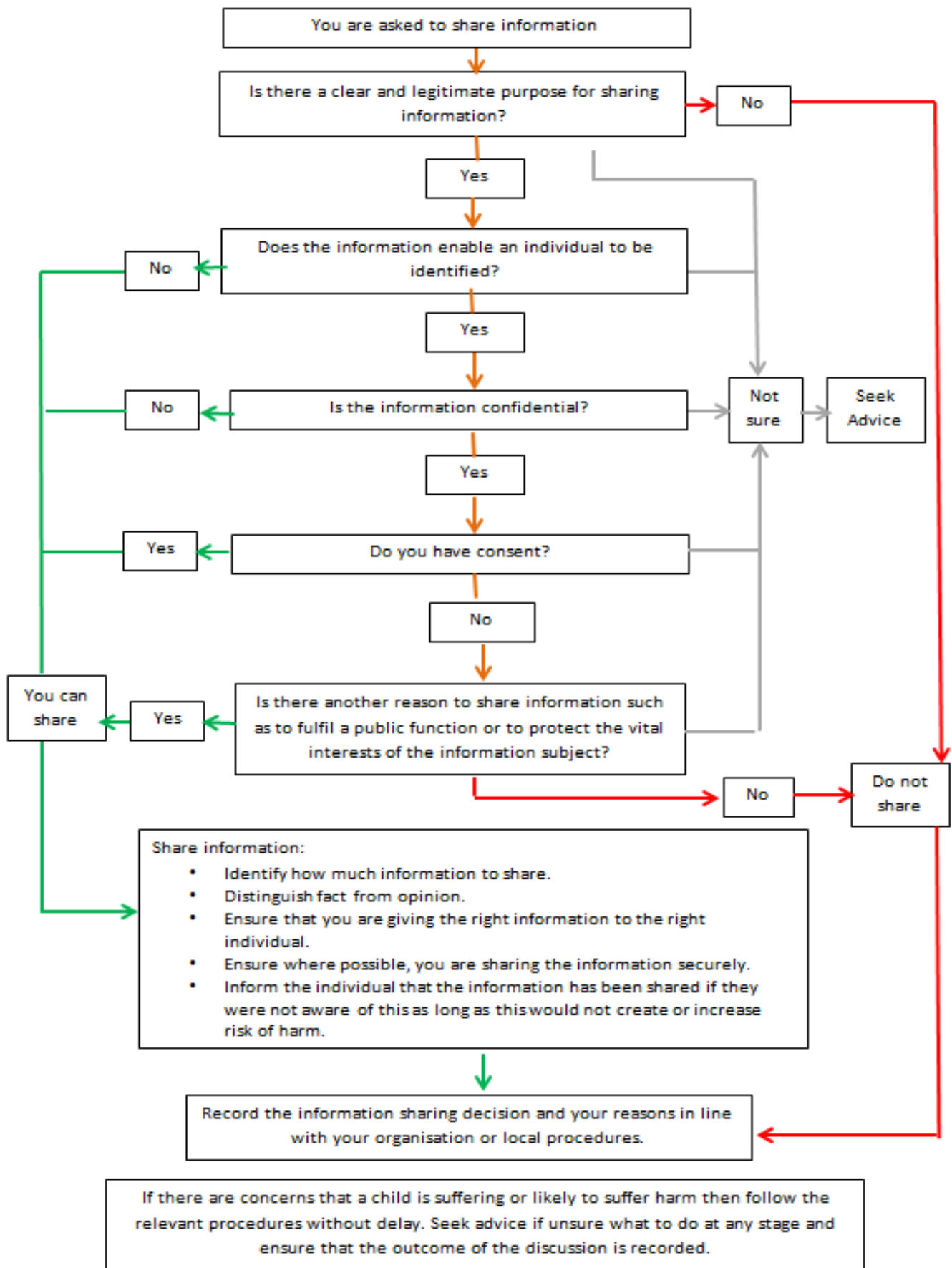
I would like my child to keep his/her medicine on him/her for use as necessary. I understand that the medication should be labelled clearly with my child's name on it.

Parent/carer's signature:

Print name:

Date:

Appendix 7 information sharing flowchart



END