



Glebe School

Special Educational Needs (SEN) Policy

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Statement of Intent

Glebe School values all students, celebrates their diversity of experience, interests and achievement and intends to provide a safe learning environment for students with SEN. We believe in all our students' potential and do our best to give them caring yet stimulating educational experience that builds self-confidence supports individual needs, inspires to aim high and builds independence. Students are supported and encouraged to gain success in skills, knowledge and independence to equip them for life-long learning.

Glebe School will work with London Borough of Bromley within the following principles, which underpin this policy:

- The involvement of young people and their parents/carers/carers in decision-making.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of young people attending Glebe School.
- Successful preparation for adulthood including independent living and employment.

Through successful implementation of this policy, the school aims to:

- Foster good relationships between all parties involved in decision-making regarding individual students and providing support for them to meet all their needs
- Promote equal opportunities for all students under its care
- Ensure all staff have guidance on their responsibilities for the students within their care and support needed to fulfil them to the best of their knowledge and skills

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting students at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Emotional, Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy

2. Identifying SEND

2.1 All Glebe School students have Education, Health and Care Plans.

2.2 All teachers will be aware of and understand their students' SEND and take them into account when planning and delivering lessons.

2.3 All support staff will be aware of and understand SEND of students' they support, and work with close collaboration with teachers and Heads of Year to ensure accommodation of students' needs to enable students to overcome their barriers to learning.

2.4 All teachers will conduct regular progress assessments for students, with the aim of identifying students who are:

- not making as much progress as they used to
- not making any progress
- show signs of regression in their learning and/or behaviour

3. Definitions

3.1. For this policy, a student is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

3.2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3.3. The school reviews how well equipped we are to provide support across the following areas:

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

4. Provision and Curriculum

4.1 Glebe is a large secondary, special academy for students aged 11-19 and part of the Specialist Learning Trust, specialising in Cognition and Learning.

4.2 The school can provide for students with moderate learning difficulties who may have additional needs including Speech and Language difficulties and social communication difficulties (including ASD). Various moderate physical, sensory and medical needs can also be met in the main part of the school.

- 4.3 Complex needs provision (The Den) can provide for students with severe learning difficulties, complex communication and social interaction difficulties and Speech and Language needs.
- 4.5. Areas of need for Glebe students include:
- Children with learning difficulties in the MLD range
 - Children with learning difficulties and additional speech/language and/or social communication difficulties
 - Children with learning difficulties and additional physical/sensory and/or medical disabilities
 - Children with learning difficulties and who need high levels of support for primary care
 - Children with Autistic Spectrum Disorder
 - Children with learning difficulties and emotional/behavioural difficulties – not where these behaviours are very severe and challenging. Glebe caters for students whose behavioural difficulties can be met through appropriate curriculum provision and the security of a small environment.
 - Children with severe learning difficulties and complex needs which may include complex communication and social interaction difficulties/ASD and Speech and Language needs as well as additional physical/sensory/medical needs and visual/hearing impairment.
- 4.6. Students with severe needs, in need of therapeutic approach to learning and /or those who struggle with lesson to lesson transition may be offered full or part time place in complex needs provision (The Den). This offer will be discussed with and needs to be agreed by all the relevant parties (parents/carers, the headteacher, head of year and teachers) before any decisions are made. This change of setting within the school will be reviewed on a regular basis by all relevant parties and parents/carers will be given regular updates.
- 4.7. All students, regardless of ability, race, religion or gender, have access to a broad and balanced curriculum. Students have access to the National Curriculum (NC) which will be differentiated according to individual need. The school emphasises the strengths of all students including the regular celebration of achievement.
- 4.8. Students within the complex needs provision (The Den) are considered an integral part of Glebe School community and will be offered access to learning in specialist areas with the corresponding year group whenever it is possible and beneficial for these students' progress and development.
- 4.9. Students in the main part of the school are placed in classes according to National Curriculum year groups (7-14). All classes have a teacher and additional Teaching Assistant (TA) support. Some students may be allocated additional 1:1 support from a TA to meet particular needs.
- 4.10. Students in complex needs provision (The Den) are a mixed year group with additional support. The learning is one classroom based with minimal transition during the day. Students will join their corresponding year group for some subjects depending on students' ability to cope with transition and busy learning environment. During these lessons some students will be supported by the staff from The Den if needed.
- 4.11. All students have an Individual Education Plan (IEP) which is shared with parents/carers/carers. It is specific to the individual student and includes detailed targets. The IEPs are reviewed twice a year on the Parents/carers IEP Review days. Targets are altered, amended or improved with the agreement of parents/carers, students and school staff.

- 4.12. Statutory, Formative and Summative Assessments are all carried out by the school during the course of each school year.
- 4.13. Reports are sent to parents/carers annually. They detail progress made in each area of the NC and give details of development and attainment against Glebe Stages.
- 4.14. Students' needs are regularly reviewed through the Annual Review Procedure. If a change in provision is recommended this is referred to the LBB SEN Department.

5. Children with specific circumstances

Looked After Children (LAC)

- 5.1. Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- 5.2. Glebe School has a designated member of staff for individual support for students that are looked after.
- 5.4. All Heads of Year should work closely with the LAC designated member of staff to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an additional language (EAL)

- 5.5. The school gives particular care to the identification and assessment of the SEND of students whose first language is not English.
- 5.6. It is necessary to consider the student within the context of their home, culture and community.
- 5.7. All staff appreciate EAL is not equated to a learning difficulty but understand it is a significant barrier to learning and usually has a significant impact on students' progress, in addition to special educational needs of those students.
- 5.8. SLT and teachers will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND. Teachers will be responsible for making reasonable adjustments to accommodate students' learning needs related to EAL. If needed the school will seek advice, guidance and/or support from the relevant bodies outside of school.

6. Responsibilities

The Headteacher has overall responsibility for the management of the SEND Policy. The day-to-day management may be delegated to:

- 6.1. The Deputy Headteacher who will deputise in the Headteacher's absence.
- 6.2. Other members of the leadership team will assume their responsibilities within the SEND Policy.
- 6.3. Heads of Year who will act as SEN Co-ordinators for students within their year groups. This will include management of the IEPs and Annual Review of EHCPlans.
- 6.4. Tutors who will plan and review support for students in collaboration with Heads of Year, parents/carers and, where appropriate, students themselves as well as keep Heads of Year up-to-date with any changes in behaviour, academic progress and causes for concerns.
- 6.5. Role of The Board of Trustees

- The Board of Trustees is involved in all aspects of school life.
- The Board of Trustees is responsible for managing efficiently the finance and resources and ensuring the school delivers a high standard of education to meet the needs of its SEN students.
- Some Trustees will have specific responsibilities for the core curriculum areas and SEN. They have a role in the monitoring and feedback on the standards in lessons.

7. Admissions

7.1 Admissions to Glebe School are governed by the Special Educational Needs Code of Practice.

7.2 Students are admitted to the school following an assessment of their special educational needs. If the assessment results in a Statement of Special Educational Needs or an Education, Health and Care Plan that indicates a placement at Glebe might be appropriate, Bromley SEN Department ask the school to consider whether or not we feel we can meet a child's needs.

7.3 All referrals are considered by senior staff and the student is visited at their current school, if possible. Following this visit a decision will be made as to whether or not we feel Glebe can meet their special educational needs.

7.4 The decision to place a child at Glebe is made by the Bromley SEN placement panel. We encourage all prospective parents/carers/carers to visit the school at one of our regular Tours.

7.5 In most cases prior to admission the school will arrange a series of visits or events to prepare the young person for the transition to Glebe and during this time parents/carers will be invited into school as well.

7.6 The following admissions criteria will apply:

- Full-time students will have an Education, Health and Care Plan
- Students whose learning difficulties cannot be met from the resources normally available to a mainstream school.
- Students on entry at KS3 will usually have attainment within Pre-Key Stage 1 to Year 3 range. Provision in the main part of the school is made for students with moderate learning difficulties or where a learning difficulty is combined with additional difficulties. This may include Speech and Language/Social Communication/ASD; Physical/Sensory Impairment; Medical; Visual/Hearing Impairment; Emotional/Behavioural Difficulties (where these behaviours are not the primary need and are not severe/challenging).
- Specialist provision (The Den) is for students with severe learning difficulties and complex needs which may include complex communication and social interaction difficulties/ASD and Speech and Language needs. Students from The Den may also have additional physical/sensory/medical needs as well as visual/hearing impairment.
- Students will be between the ages of 11-19.
- Students will have needs that can be met within the existing provision and staffing levels.
- Students will be admitted when there is a vacancy within the appropriate year group. Students may be placed on a waiting list if the appropriate year group is fully subscribed.

8. Partnership with parents/carers and

Involving students & parents/carers in decision-making

8.1 The school believes that positive links with parents/carers are vital for the benefit of students especially meeting their specific needs.

8.2. There is a strong pastoral system with a Head of Year and tutors responsible for corresponding year group. There is frequent communication between these staff and parents/carers in working to meet the needs of students.

8.3. The Head of Year 7 visits all the prospective Y7 students in their Y6 placements.

8.4. Tours of Glebe School take place at regular intervals throughout the year for prospective students and parents/carers. This enables families to gain knowledge of the Glebe School environment and how it will meet the needs of individual students.

8.5. There are frequent meetings between staff and parents/carers throughout the year. These take place through reviews, parents/carers' open evenings and bi-annual Individual Action Planning (IAP) days.

8.6. The class teacher, supported by the Head of Year and pastoral team when needed, will meet with students, and their parents/carers on IAP days to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

8.7. Parents/carers are actively encouraged to contact and meet with staff if they believe there is a need. Teachers will communicate with parents/carers via the Planner (student diary), telephone or email if a need is recognised.

8.8. Regular newsletters are distributed to parents/carers.

8.9. The school website is also regularly updated with news and events concerning students, staff and parents/carers.

8.10. The planning that the school implements will help parents/carers and students express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

9. Local Offer

9.1. In developing and reviewing the Local Offer, the school will adopt the following approach:

Collaborative: The school will work with LAs, parents/carers and students in developing and reviewing the Local Offer. The school will also co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to students' and parents/carers' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.

Comprehensive: Parents/carers and students will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

Up-to-date: When parents/carers and students access the Local Offer, it is important that the information is up-to-date.

10. Staff Training

10.1 The school is committed to providing professional development and training for all staff. Training needs are identified through the Appraisal System. Training needs are also identified through the contribution of staff to the School Development Plan.

10.2 Financial support is sometimes provided for teaching staff and support staff (TA) undertaking training in their own time. This can include part-time release or other courses such as initial teacher training.

10.3. The school also encourages staff to participate in research projects. This work can also benefit the specific needs of individual students (ie Autism). Training is also provided through outreach courses with other schools in the area. Staff are also encouraged to undertake professional development by visits to other schools and institutions. Also through attending conferences and networking with colleagues in other schools such as through “Family of Schools” and other curriculum support groups.

10.4 All staff members will keep up-to-date with any relevant and necessary training, which will be provided by the SLT as well as external professionals and agencies, where appropriate.

10.5. Training will cover both the mental and physical needs of students with SEND.

10.6. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

15.4. Mental health will be a key consideration for all training along with any training that staff are given.

11 Promoting mental health and wellbeing

11.1. The school will implement a Social, Emotional and Mental Health strategy and follow the DfE’s emotional wellbeing guidance.

11.2. The curriculum will promote students’ resilience, confidence and ability to learn.

11.3. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

11.4. A referral to relevant mental health and wellbeing services (Bromley Wellbeing) will be available where a student requires such services.

11.5. Where appropriate, the school will support parents/carers in the management and development of their child.

11.6. Adult mentoring will be used to encourage and support students suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

11.7. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the student as best it can.

11.8. For students with more complex problems, additional in-school support will include:

- Support from the Pastoral Team.
- Additional one-to-one support for the student.
- An IHP. All schools must comply with the statutory duty of caring for students with medical needs.
- Supporting access to/providing professional mental health recommendations, e.g. regarding medication.
- Family support upon the recommendation of mental health professionals.

11.9. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.

11.10. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

12. EHC plans

12.1. The school will fully cooperate with the LA when research about the student is being conducted.

12.2. The school will provide the LA with any information or evidence needed.

12.3. All relevant teachers will be involved in contributing information to the LA.

12.4. The school will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

12.5. All reasonable provisions will be taken by the school to provide a high standard of education.

12.6. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

12.7. The school will specify the outcomes sought for a student in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

12.8. If a student's needs significantly change, the Interim Review of the EHC Plan will be held as soon as possible and all necessary changes will be discussed, agreed and sent with the supporting evidence to the LA.

12.9. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

12.10. Information regarding a student's EHC plan will only be shared with other educational institutions if the student is transferring there, for the institute to develop an individual learning plan and/or any relevant professionals working with the student and the family.

12.11. The school will take steps to ensure that students and parents/carers are actively supported in reviewing EHC plans.

12.12. Where necessary, the school will provide support from an advocate to ensure the student's views are heard and acknowledged.

13. Reviewing the EHC plan

13.1. The school will:

- Ensure to arrange review of EHC Plans annually, usually on Individual Action Planning Day in February or June. If the arranged IAP dates are not suitable for relevant parties, the meeting will be arranged on an alternative date as soon as possible.
- For students moving from secondary school to post-16 institution or apprenticeship, the review and any amendments to the EHC Plan, including specifying the post-16 provision and naming the institution, must be completed by the 21 March in the calendar year of the transfer.
- Cooperate with the relevant individuals to ensure an annual review meeting takes place.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their family.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents/carers and student that they have the right to appeal the decisions made in regards to the EHC plan.

14. SEND tribunal

14.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering

14.2. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

14.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a student, the school will contact the LA immediately to seek disagreement resolution advice. Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

14.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.

14.5. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

14.6. If disagreements are not resolved at a local level, the case will be referred to the ESFA.

14.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.

14.8. All staff involved in the care of the student will cooperate with parents/carers, to provide the student with the highest standard of support and education.

15 Supporting successful preparation for adulthood and transfer to Further Education

15.1. The school will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with students and parents/carers from Year 8.
- Helping students and their families prepare for the change in legal status once a student is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents/carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for students with SEND to make successful transitions.

15.2. The school will ensure that students are supported to make a smooth transition to whatever they will be doing next.

15.3. The school will engage with FE providers, as necessary, to help plan for any transitions.

15.4. The school will transfer all relevant information about students to any educational institution that they are transferring to.

15.5. Transfer at the end of KS4 takes place after careful consideration between school staff, students and parents/carers/carers.

15.6. Options will have been examined in earlier years prior to making a final decision.

15.7. Students will transfer to Glebe Sixth Form if there needs are such that they are not ready to cope with another educational environment. Their needs may include medical and educational. The inability to travel independently will also be a strong factor.

15.8. Many other students will attend a suitable course at Bromley College. Parents/carers and students will have discussed appropriate courses during Key Stage 4 with college staff, school staff and the Transition Worker.

15.9. Some students attend courses at other local colleges and they are supported through the application process by the school Transition Worker and school staff.

15.10. All students attend a link course at Bromley College during their Year 11 and in the Sixth Form. This allows them to have experience of a college environment for when they eventually transfer.

15.11. The school will implement a Careers Policy, which will include details on how the school will work with students with SEND to ensure they are prepared for the workplace.

16. Data and record keeping

16.1. The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.

16.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.

16.3. The SEND information report will be prepared by the Board of Trustees, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

16.4. All information will be kept in accordance with the GDPR guidelines and Data Protection Policy.

17. Confidentiality

17.1. The school will not disclose any EHC plan without the consent of the student's parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the institution at which the student is intending to start their next phase of education.

18. Resolving disagreements

18.1. The school is committed to resolving disagreements between students and the school.

18.2. In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

18.3. The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents/carers of children with SEND will be handled.

19. Publishing information

19.1. The school will publish information on our website about the implementation of the SEND Policy.

19.2. The Board of Trustees will publish details of the SEND information report on the website.

19.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

20. Monitoring and review

20.1. The policy is reviewed on an annual basis by the headteacher in conjunction with the Board of Trustees; any changes made to this policy will be communicated to all members of staff.

20.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.