



# Special Educational Needs and Disabilities (SEND) Policy

Details of the Bournemouth School's practices regarding SEND pupils can be found in the SEND Information Report published on our website: [SEND-Information-Report-2022-23.pdf \(rackcdn.com\)](#)

The report contains the following information:

*Summary information (to be reviewed annually):*

- 1 Responsibility and arrangements for the co-ordination of special educational needs provision
- 2 Bournemouth School vision in supporting students with SEND
- 3 Specialist SEND provision (the kinds of SEND provided for)

*Strategic information:*

- 4 Admissions policy for Bournemouth School
- 5 Information on how to join the school
- 6 Identification of students who may require extra-help and support
- 7 Support for Students with SEND
- 8 Matching the curriculum to student needs and approaches to differentiation
- 9 Accessibility
- 10 Roles and responsibilities of school Governors
- 11 Parental concerns regarding SEND
- 12 Progress and attainment including detail on how individual learning is supported.
- 13 Parental liaison and feedback on progress
- 14 How the school measures the progress of students with SEND
- 15 Support available to students with SEND and the impact of provision
- 16 Staff support and training for SEND
- 17 SEND Student Voice
- 18 Support for students when joining the school, moving between phases of education and transferring to a new school
- 19 Inclusion in activities outside the classroom including school trips
- 20 Support to encourage behaviour, avoid exclusions and increase attendance
- 21 Pastoral, medical and social support for students with SEND
- 22 Administration of medicines
- 23 Complaints procedure regarding students with SEND

## **Statutory responsibilities**

The report takes account of Bournemouth School's duties and responsibilities under the following:

- The Equality Act 2010
- The Education Act 2011
- The Children's and Family Act 2014
- The Special Educational Needs and Disability Code of Practice: 0-25 years 2014

Where a student has a SEND, the LA and/or the school have duties (i) to not discriminate against the student on the grounds of the disability when compared to other students who do not have that disability and, (ii) to make reasonable adjustments to enable access to and around buildings and rooms, in use of equipment, to the provision of information, and to the curriculum. This includes planned adjustments in anticipation of likely future needs.

The school is required to identify and address the SEND of the pupils that they support.

Mainstream schools (including maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units) must:

- use their best endeavours to make sure that a child with SEND gets the support they need – by addressing and meeting the children and young peoples' SEND
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator or SENDCO. Our SENDCO is Mrs Rebecca Issott.
- inform parents when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time. These documents are published on our website.

### ***Definition of special educational needs***

In our School, 'special educational needs' refers to a learning difficulty that requires special educational provision.

### **The SEND Code of Practice: 0-25 years (DfE) says:**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The Code of Practice reminds us that special education needs can be defined as falling into at least one of the following categories: communication and interaction; cognition and learning; behaviour, social, emotional and mental health; and sensory and/or physical needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In addition to the above, at Bournemouth School we aim to ensure that we apply legislation and guidance from the following sources:

- **Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act

- **Mental health and Behaviour in schools (November 2018):** This non-statutory advice aims to help schools to support pupils whose mental health problems manifest themselves in behaviour. Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils.
- **Reasonable adjustments for disabled pupils (April 2015):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (August 2017):** Statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**
- **Keeping children safe in education (September 2022):** Statutory guidance for schools and colleges

## **Review**

The SEND Information Report and a SEND Review will be published annually (with the latter reflecting the latest examination results). This Policy will be reviewed regularly by the SENDCo and SEND Governor in consultation with parents/carers and students before being ratified by the Full Governing Body annually.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.