

The Birches Specialist Support School

Special Educational Needs (SEN) Policy

Version 5



Reviewed by (name and role)	Rob O'Hara, Headteacher
Date reviewed (month and year)	June 2025
Date of next review (month and year)	June 2026
Date of submission for ratification (specific date)	22.6.25 to Governors
Method of ratification (e.g. via email responses or at a specific Governors' meeting)	For ratification at Governors FGB6 – 24.6.25

The Birches School

Special Educational Needs (SEN) Policy

1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Our **Ethos** and **Statement of Intent** below sets out the vision, values and broader aims of your school's arrangements for pupils with SEN and disabilities.

ETHOS

The Birches Specialist Support School provides a positive nurturing environment where all pupils irrespective of their needs are supported to grow and achieve their true potential. The gains and achievements of all pupils are fully recognised and acknowledged. It aims to foster a happy, calm and safe environment where all pupils receive a high standard of education which will equip them to progress in the world with confidence and with a sense of belonging to the society in which they live. We strive to foster self-esteem and respect for each other, regardless of need and to accept and celebrate individual personalities.

STATEMENT OF INTENT

RATIONALE

The Birches School is committed to ensuring that the necessary provision is made for every pupil in the school. The School is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational needs. All staff have due regard to general duties to promote disability equality.

The SEND Code of Practice 2014 (updated April 2020), states 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 a successful transition into adulthood

The Birches School believes that all children with a Special Educational Need (SEN) should be supported in every way to reach their full potential. To do this they must first have their needs recognized and assessed, with appropriate and timely intervention then put in place.

The Birches School strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to assessment and learning
- Deliver holistic progress both personally and academically

OBJECTIVES

Provision for students with SEN is a whole school matter. In line with the Code of Practice school will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all students with SEN are offered full access to a rich and deep curriculum, appropriate to their needs that sets high expectations for every student whatever their starting point.
- Provide for the individual needs of all students with SEN and ensure they progress in education in order to maximize their achievement and reach their full potential.
- Ensure that the needs of students with SEN are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification of need is to work out what action school needs to take to best support pupils effectively. However we always treat all pupils as individuals, so identification of need is not about fitting students into set categories.

EDUCATIONAL INCLUSION

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

4. Roles and responsibilities

4.1 – Headteacher The overall responsibility for SEN in the school lies with the Headteacher. Even where this is delegated they must be informed of children's SEN and the arrangements that are being made to meet them.

The headteacher will also be involved, with governors, in determining appropriate staffing and funding arrangements, advising and informing governors on SEN issues, and ensuring that the school meets its SEN responsibilities.

The designated teacher responsible for the coordinating of SEN provision i.e. SENDCO is the headteacher or in his absence another member of the Senior Leadership Team.

4.2 – Senior Leadership Team (SLT) The Leadership Team will take active steps to ensure that the whole school workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

4.3 – Class teacher Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with Cohort Leads to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow the principles and ethos outlined in this SEN policy

5. Implementation of this policy

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Preparing a School Improvement Plan that meets our long-term vision to continually develop the school in order to successfully meet the needs of all our pupils with SEN.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils into the school, and beyond.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of all learners.
- To promote inclusion with our mainstream peers, as far as is reasonably practical.

- The quality of teaching and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning in the school.
- Regular monitoring of the progress and development of all pupils throughout school.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, are up-to-date and knowledgeable about the Schools' SEN provision and understand and follow our school ethos to do the very best for learners with SEN.
- Involving the Governing Body in the future development and monitoring of this policy.

Policy Information and Review

Review frequency: annually

Date	Version	Changes made	By whom (name and role)	Due date for next review
November 2016	1	Policy created	ROH Headteacher and VK Deputy	November 2019
July 2018		<i>06/07/18 The Policy Ratification Committee has met and requested that all current statutory policies are ratified for one year only whilst an appropriate cycle of ratification is implemented. Policies will then be approved for their full length of term either through the Full Governing Body or one of the committees following an agreed plan of ratification.</i>		
October 2018	1	Dates changed for ratification purposes – policy is the same just the dates altered	F Shah DHT	October 2019
October 2019	1	Dates changed for ratification purposes + frequency of review changed from 3 years to annually – policy is the same just the dates altered	F Shah DHT	October 2020
April 2021	2	Policy checked and some very minor wording change to reflect current school position	ROH Headteacher	April 2022
June 2022	3	Policy checked and a variety of changes made based on The Key model policy doc.	ROH Headteacher	June 2023
June 2023	4	Policy checked as still current and dates changed for ratification purposes	ROH Headteacher	June 2024
June 2024	5	Policy checked as still current and dates changed for ratification purposes	ROH Headteacher	June 2025
June 2025	5	Policy checked as still current and dates changed for ratification purposes – version number kept the same	ROH Headteacher	June 2026