



YCC Brian Jackson College

Special Educational Needs Policy

New document version	Revision date	Revised by	Section(s) revised & why	Comments	Next revision date
1.0	Jan 2023	JG	Changes in staff & roles	Document Creation	Jan 2026

Related Documents:

- ***Equality Act 2010.***
- ***BJC Admissions Policy.***
- ***Special Educational Needs and Disability Act 2001.***
- ***BJC Equal Opportunities Policy.***
- ***BJC Assessments Policy.***
- ***BJC Safeguarding and Child Protection Policy.***
- ***BJC Behaviour Policy.***
- ***YCC Health and Safety policy.***
- ***BJC Curriculum Policy.***

Brian Jackson College is an Independent school that specialises in working with pupils who have a wide range of Social, Emotional and Mental health difficulties. Pupils who may have had problems attending mainstream education are encouraged through support to attend and work through any issues. We believe in treating each young person as an individual and in supporting them through this important part of their lives. The College believes in encouraging young people through the learning process and believes in giving them a second chance and is committed to providing, for each pupil, the best possible environment for learning.

Our aim is to inspire all our pupils to be motivated and successful citizens, equipped to meet the challenges of today and tomorrow. We have created a positive environment that offers a fresh start and encourages and promotes pupils academic, social, moral, spiritual and cultural learning.

Aims of the SEN Policy



- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that pupils with SEN take as full a part as possible in all college activities.
- To ensure that parents/carers of pupils with SEN are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEN are involved, where practical, in decisions affecting their future SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The SEN Policy

This Policy was developed by the Headteacher and SENCo and should be read in conjunction with the Colleges policies on Admissions, Assessments, Equal Opportunities, safeguarding and Child protection, Behaviour, Health and Safety and Curriculum Policies.

All college staff are committed to Supporting young people, using the principles contained within this policy .

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them with the collaboration of the parents/carers, tutors and pupils working together.

Definition of Special Educational Needs

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than most children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.

Special education provision means:

- Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

The College will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents/carers are informed when additional SEN support is needed and kept updated to its outcome.



Staffing

The SEN team of the college consists of : Jacqui Green, Nicola Atkinson, Brig Barrowclough, Joanne Warwick ,Venessa Bent and Suzanne Makin and Matthew Brown.

SEN Coordinator (SENCo) **TBC**

Admissions

The Trustees believes that the admissions criteria should not discriminate against pupils with SEN. This is reflected in our admissions Policy.

Identification, Assessment and Provision

We have adopted a whole college approach to SEN policy and practice. Pupils identified as having SEN are as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to aspects of the National Curriculum that our Independent School follows and are integrated into all aspects of the school.

All tutors are tutors of pupils with special educational needs. They are responsible for identifying pupils with SEN and in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Potential assessment tools used such as:

- Screening /diagnostic tests
- Boxall Profiling
- Reports or observations
- Records from referral agencies etc.
- Information from parents/carers.
- National Curriculum results
- External exam results
- Pupil portfolios

SEN Provision

On entry to the school each child's attainment will be assessed to ensure continuity of learning from transference from another Secondary school setting. For pupils with identified SEN the Headteacher, SENCo, literacy and Numeracy tutors and Key Workers will:



- Use information from the referring agency to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, to plan next steps in learning.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve pupils in planning/agreeing their own targets.

The Range of Provision

The main methods of provision made by the College are:

- Full-time education, with additional help and support by class tutor/subject tutors and Key Workers through a differentiated curriculum.
- Periods of withdrawal to work with a Support Tutor/Key Worker.
- In-class support with adult assistance/Key Worker.
- Support from specialists within class or as part of a multi-agency support team.
- Key Worker support

Accessibility/Disabled Pupils

- Many pupils with Special Needs may also be disabled under the terms of the Equality Act (2010).
- "A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

To fall within the Act, a person must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing, eyesight
- Memory or ability to learn, concentrate or understand.
- Perception of risk or physical danger.

School has a duty under the Equality Act (2010) to make 'reasonable adjustments' to ensure pupils have full access to the social and academic life of the College.



EAL (English Additional Language)

The future development of all pupils is always at the forefront of our plans. We ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum.

English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in all learning.

We undertake a series of written and oral tests to help identify where we can provide additional support for pupils with EAL.

This bespoke collaborative approach helps to create a plan of action to rapidly support them in their learning.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than many peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.
- Is likely to lead to Further Education, training, or employment.

Where tutors decide that a pupil's learning is unsatisfactory, the Headteacher will be informed. The Headteacher or nominated manager with the tutor will review the approaches adopted and amend accordingly.

The college also recognises that parents/carers have a right to request a Statutory Assessment.

Record Keeping

The college will record the steps taken to meet pupils' individual needs. The Headteacher or nominated manager/SENCo will maintain the records and ensure access to them. In addition to the usual college records, the pupil's profile will include:

- Information from previous school/phases.



- Information from parents/carers.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies such as Connexions Service/Careers Service.

General Learning Difficulties

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on a par with pupils starting from similar base line but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupil and parents/carers.
- Is likely to result in accreditation in F.E., training, and/or employment.
- Is likely to result in usable levels of skills.

Teaching SEN pupils is a whole-school responsibility. The core of the tutors' work involves a continuous cycle of planning, teaching, and assessing, considering the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

Pupil Progress (Assess, plan, do review)

Strategies for pupils' progress will be recorded in an Pupil progress (Assess, plan, do review) document containing information on:

- Short-term targets.
- Teaching strategies.
- Provision made.
- Date for review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The Pupil progress (Assess, plan, do review) document will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on individual targets that closely match the pupil's needs. The Pupil progress (Assess, plan, do review) document will be discussed with the pupil and the parent. Brian Jackson College use the Boxall profiling to help support pupil targets and social and emotional development. They also use SNAP to inform tutors of strategies to support learning within the classroom.



Reviewing ILPs

Pupil progress (Assess, plan, do review) document will be reviewed termly. The college will endeavour to hold the reviews in an informal manner, and parents/carers and pupil's views on the termly progress will actively be sought.

Reviews of an Education Health Care Plan (EHCP)

The EHCP must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. These may be held later than expected due to the sporadic attendance of pupils at the college but also due to the referral process. The Head will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant tutor.
- The SENCo.
- A representative of the LA.
- Any other person the LA considers appropriate.
- Any other person the Headteacher considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes stated in the EHCP.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets/outcomes for the coming year.

With due regard for the time limits set out in the SEND code of practice, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The college recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

The Role of the SENCo

The SENCo plays a crucial role in the Schools SEN provision. This involves working with the Headteacher and board of governors to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEN.
- Liaising with and giving advice to tutors.
- Liaising with and giving advice to Key Workers.
- Overseeing pupils' records.



- Liaising with the parents/carers.
- Contributing to INSET.
- Liaising with external agencies, LA support services, Health and Social Services, Connexions PA/Careers Service, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants.
- The procedures to be followed.
- The responsibility all tutors have in making provision for SEN pupils.
- The commitment required by staff to keep the SENCo well informed about pupils' progress.
- Mechanisms that exist to allow tutors access to information about SEN pupils.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'.

Additionally, parents/carers must be given clear guidance to how they can contribute to co-ordination, and how they can provide additional information when and if required.

The Role of the board of Governors

The Governors responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that a 'responsible person' is identified to inform about the EHCP, all those involved with teaching and supporting pupils with an EHCP.
- Ensuring that SEN pupils are fully involved in college activities.
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy

The Role of the Tutors and Key Workers

The Code of Practice clearly acknowledges the importance allocated to the tutor, whose responsibilities include:

- Being aware of the college's procedures for the identification and assessment of and subsequent provision for SEN pupils.
- Collaborating with the SENCo to decide the action required to assist the pupil to progress.
- Working with the SENCo to collect all available information on the pupil.
- In collaboration with the SENCo, develop ILPs for SEN pupils. The extent of the SENCo's involvement is at the discretion of the Headteacher.



- Working with SEN pupils daily to deliver the individual programme set out in the ILP and outcomes of the EHCP.
- Developing constructive relationships with parents/carers.
- Being involved in the development of the college's SEN policy.

The Role of the Headteacher

Headteachers responsibilities include:

- The day-to-day management of all aspects of the College including the SEN provision.
- Keeping the Governors well informed about SEN within the college.
- Working closely with the SENCo/SEN team.
- Informing parents/carers of the fact that SEN provision has been made for their child.
- Ensuring that the college has clear and flexible strategies for working with parents/carers, and that these strategies encourage involvement in their child's education.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. The College's INSET needs will be included in the School Development Plan.

The college considers parents/carers of SEN pupils as valued partners in the process. SEN pupils will be encouraged to participate in the decision-making processes affecting them.

The LA will make available to all parents/carers of pupils with SEN, details of the parent partnership service available through the LA.

COMPLAINTS PROCEDURE

The college has a complaints procedure which is available upon request or can be found on our website: www.brianjacksoncollege.co.uk

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers by the LA if required.



This policy will be reviewed every 3 years.

Signed by Chair of Governors

Name: _____

Date: _____

Signature (electronic is accepted) _____