Governor Statutory Policy

BRAKENHALE SCHOOL
Statutory Policy
High Expectations and Challenge for All

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<td>January 2019</td>
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Rationale
The Headteacher and governing body are highly committed to ensuring that our pupils with special educational needs and/or disabilities (with Education Health Care Plans, or are on our special needs register) have opportunities, equal to all other pupils, to achieve their very best, feel happy and safe.

The documentation complies with:
- Section 69 of the Children and Families Act
- Paragraph 3 of schedule 10 to the Equality Act 2010
- Regulation and schedule 1 to the Special Educational Needs and Disability Regulations 2014
- Section 6 of the Special educational needs and disability code of practice: 0 to 25

1. Aims
The Governing Body, Headteacher, and all members of staff, in conjunction with the local authority, have a responsibility to ensure that every pupil has an equal opportunity to attain the maximum potential in all aspects of the curriculum including those with SEND.

Our vision is to create a positive learning environment underpinned by the core value of ‘high expectation and challenge for all’ where we strive at all times to create opportunities for young people to enable them to experience the best education possible and leave with the best start to adulthood.

Our SEND policy and information report aims to:
- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

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
• Paragraph 3 of Schedule 10 to the Equality Act 2010 which sets out schools’ responsibility to ensure accessibility for pupils with disabilities

This policy also complies with our funding agreement and articles of association.

3. Definitions
A pupil has SEND if they have a learning difficulty or disability which 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 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.

4. Roles and responsibilities
4.1 The SENCO
The SENCo is Laura Ball, supported by Lisa Baveystock (Assistant Headteacher). The SENCo’s effectiveness is managed through the school’s process of appraisal for teachers.

They will:

• Work with the headteacher and SEND governors to determine the strategic development of the SEN policy and provision in the school
• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
• Monitor the effectiveness of provision made
• Advise on the graduated approach to providing SEND support
• Promoting the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities
• Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
• Supervising the work of teaching assistants who work with pupils with SEN/D
• Be the point of contact for external agencies, especially the local authority and its support services
• Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
4.2 The SEND lead governor
The SEND lead governor (Christina Skipper) will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher
The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers
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 the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report
5.1 The kinds of SEND that are provided for
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
For information regarding the admissions for pupils with SEN or disabilities please see our Admissions Arrangements

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

We will liaise with primary schools to identify pupils who will continue to require support, and previous educational setting for those who are mid-term admissions.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social interaction, self esteem, and confidence.

We will work with external agencies (ie Educational Psychology Service, Behaviour Support Team, Speech and Language Services) to identify pupil needs and support.

We will work with parents and school staff to identify potential areas of SEND for pupils.

Where concerns have been raised by staff or parents the SENCo may conduct specific testing or classroom observations to identify areas of weakness and/or needs for pupils.

Heads of Year may refer a pupil to the Student Support Panel in order for their needs to be discussed with the SEND and Pastoral Teams where further support may be identified and/or implemented.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We welcome information from parents/carers that helps us to support our pupils more effectively, should there be any concerns or changes in circumstances for any pupil parents are invited to contact tutors, Heads of Year, or the SENCo.

Subject teachers are available to meet with parents/carers at parents’ evenings to discuss pupil’s progress and support.

We will consult with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be documented.
We will formally notify parents when it is decided that a pupil will receive, or alternatively no longer require SEND Support.

5.4 Assessing and reviewing pupils’ progress towards outcomes
The SENCo and Student Support Team will oversee all support and monitoring of pupils on the SEND Register.
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
School staff will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:
- Teaching staff and Head of Department monitoring of pupil assessment points throughout the academic year
- Their previous progress, attainment, and behaviour
- Pupil’s individual development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Teaching assistant and support staff feedback and observations
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

5.5 Supporting pupils moving between phases and preparing for adulthood
We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
Prospective students are encouraged to visit the school with parents/carers. This can be via open evening, or scheduled school tours.
During the Summer Term all primary schools are visited by the school’s transition team, where academic, SEND, and safeguarding information are shared in order to support year 6 pupils’ transition to the school.
All year 6 pupils allocated a school place at Brakenhale are required to attend a two day school transition in July.
An additional transition programme is available for pupils who have been identified by the transition team as requiring additional support.
The SENCo makes every effort to attend Year 6 EHCP Annual Reviews.
The SENCo regularly liaises with the Local Authority’s SEND team to support KS4 to KS5 transition, this includes scheduled appointments with year 10 and 11 pupils from the SEND Careers Advisor, support with college applications, and interview.

5.6 Our approach to teaching pupils with SEN
Teaching pupils with SEND requires a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment, and evaluation that takes account of wide ranges of abilities, aptitudes and interests of pupils. The majority of pupils learn and progress through these differentiated arrangements.
We adopt a graduated response for pupils identified with SEND. Provision is identified and monitored by the SENCo but will be planned and delivered by school staff.

**Wave 1 Support:** High quality teaching and targeted differentiation is our first step in responding to pupils who have SEND.

**Wave 2 Support:** Initiated where pupils continue to make inadequate progress following Wave 1 support. Wave 2 support may include interventions such as:
- Additional classroom support i.e Teaching Assistant
- Targeted group intervention such as; social communication, literacy, numeracy.
- 1:1 intervention from Student Support Team

**Wave 3 Support:** Initiated where pupils continue to make inadequate progress despite additional provision at wave 2. We may seek advice and involvement from external support services. Wave 3 support may include:
- Specialist assessment such as; Educational Psychology Service, Speech and Language Services.
- Training and advice for staff from external services.
- Additional resources or materials
- External intervention programmes such as; Behaviour Support Team, Outreach Team.

**Request for Statutory Assessment/Education Health and Care Plans (EHCPs):** If a pupil fails to make adequate progress and has demonstrated a significant cause for concern the school and/or parent/carer may decide to request that the Local Authority undertake a statutory assessment. This assessment may lead to a pupil being granted an Education Health and Care Plan.

### 5.7 Adaptations to the curriculum and learning environment

We may make the following adaptations or others to ensure all pupils’ needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing pupils access to specialist areas and support staff should their learning needs or disability require i.e Learning Resource Centre, Student Support Centre, SEND Department.
- Access Arrangements are used to enable pupils with SEND to access public examinations. The criteria for these arrangements are in accordance with information produced but the Joint Council for Qualifications (JCQ) and the school have a specialist assessor appointed.

### 5.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver high quality support to pupils with SEND. All of our teaching assistants have regular internal and external training opportunities to ensure we are able to provide the most appropriate support to all pupils.

We may work with some of the following agencies to provide support for pupils with SEN:
- Educational Psychology Service
- Local Authority SEND Team
• Behaviour Support Team
• Sensory Consortium
• Speech and Language Assessment Services
• Child Adolescent Mental Health Services

5.9 Expertise and training of staff
In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils staff are encouraged to undertake training and continued professional development.

Our SENCo is a fully qualified teacher and holds the National SENCo Award: PGCert SENCo.

All teaching staff, NQT, Student Trainees, and support staff undertake induction training that includes SEND provision, practices, and pupils on roll with SEND needs.

The SENCo regularly attends Local Authority SENCo forums and Hub meetings with primary feeder school SENCos to ensure we are in accordance with local and national SEND practices.

Training from external bodies and the wider learning trust are regularly scheduled to offer opportunities for all staff to develop their practice.

5.10 Securing equipment and facilities
We ensure that all pupils SEND needs are met to the best of the school’s abilities with the funds available. Where there is a requirement for specialist resources and or equipment the school will do its utmost to secure those resources and provision through the SEND budget or High Needs Funding for pupils with EHC Plans.

We ensure that pupils with disabilities have access to all equipment and facilities required to ensure they are able to take advantage of the full curriculum. This includes access to a disabled toilet, parking bays provided at the front of the building, where necessary access to ground floor lessons and medical support. Should a disabled pupil require a specific provision the school will do its utmost to meet their requirements.

Please see our Accessibility Plan

5.11 Evaluating the effectiveness of SEN provision
The success of this policy and SEND provision is monitored via the school’s self evaluation and reporting activities. We evaluate the effectiveness of provision for pupils with SEND by:

• Reviewing pupils’ individual progress towards their targets at each assessment point
• Reviewing the impact of interventions on a termly basis
• Using pupil questionnaires
• Monitoring by the SENCO
• Using provision maps to monitor support measure progress
• Holding annual reviews for pupils with EHC plans where pupil and parent views are gathered
• Lesson observations and learning walks
• Monitoring of procedures and practice by the SEND Governor
• Annual examination reports to Governors, with specific SEND data reported
5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are included in all parts of the school curriculum and community, no pupil is ever excluded from taking part in activities because of their SEN or disabilities.

We ensure that any pupil with additional needs due to their SEN status or disability is not treated less favourably and appropriately supported to engage alongside those who do not have SEND. These steps could include providing additional adult support, specific guidance for school staff, alternative arrangements for access to an activity, access to pastoral or medical staff, a medical or healthcare plan, or individual provision map.

A range of extra-curricular activities are offered after school and pupils with SEND are encouraged to take part according to their individual interests.

All pupils are encouraged to attend any school trips offered including day and residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Pupils with SEND who may find break or lunchtimes difficult to manage are invited to access the BOOST Room or Learning Resource Centre monitored by school staff.

The Learning Resource Centre is available for all pupils to access from 7:30am until 4:00pm, pupils are encouraged to use this resource to complete homework with the support of school staff.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities have access to a disabled toilet and disabled parking bays are provided at the front of the building.

Please see our accessibility plan

5.13 Support for improving emotional and social development

We are an inclusive school that welcomes and celebrates diversity. All school staff support pupils to develop their emotional resilience and encourage self-belief to achieve success.

The Student Support Team is staffed with experienced and skilled support staff who work with pupils who may require additional support within or outside of the classroom.

A weekly Student Support Panel is held to discuss pupils who have been referred to request additional support via form tutors, Heads of Year, or teaching staff.

The school has a student council where all pupils are invited to contribute to their own learning and active citizenship.

All pupils in KS4 are invited to apply for the position of prefect, and KS5 pupils are invited to apply for the positions of Head Boy and Girl.

Pupils can be referred or request to take part in various intervention groups focused on supporting emotional resilience, friendship, self-esteem, and social communication.

All pupils are allocated a house and tutor group on entry, where they will be encouraged to work with and support one another in various competitions and activities.

We have a weekly LGBT group lead by trained staff, where all pupils are invited to attend.

We have a zero tolerance approach to bullying, please see the school’s Anti-Bullying Policy and Behaviour Policy.

We have a zero tolerance approach to bullying and discrimination against those with SEN or disability; please see the school’s Anti-Bullying Policy and Behaviour Policy.
5.14 Working with other agencies

We work with an extensive range of agencies to ensure the support and well-being of all pupils including those with SEND.

Where required the SENCo or Student Support Team may request the support of external expertise to support or assess pupil needs.

The Designated Lead for Safeguarding and Safeguarding Team work with the Local Authority and Children’s Social Care to ensure the safeguarding of all pupils.

The SENCo regularly liaises with the Local Authority SEND team in order to ensure all provision for pupils with SEND are appropriately met.

We consult with the Educational Psychology Service on a termly basis, to discuss the progress and provision for pupils with SEND.

5.15 Complaints about SEN provision

Concerns about SEN provision in our school should be made to the SENCo, Senior Leadership Team or Head Teacher in the first instance.

Please see our complaints procedures.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Information, Advice, and Support Services (formerly Parent Partnership)
DfE Special Needs and Disability- A Guide for Parents and Carers

5.17 Contact details for raising concerns

Parents or carers are invited to contact their child’s tutor, Head of Year or the SENCo should they have concerns about SEND.

SENCo - Miss L Ball
lball@brakenhale.co.uk
Tel. 01344 423041 ext. 341

5.18 The local authority local offer

Our local authority’s local offer is published here: BFC Local Offer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.
7. Links with other policies and documents

This policy links to our policies on:

- Admissions Policy
- Equality
- Student Behaviour
- Exclusion
- Curriculum
- Supporting pupils with medical conditions
- Safeguarding
- Accessibility plan