



SEN Policy and Information Report

Approved by: Daniel Pastori **Date:** 30.6.20

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1. Aims

All pupils at Broadstones School are considered to come under the SEN umbrella and all have an Education Health and Care Plan (EHCP). Our aim at Broadstones is to provide suitable provision for all pupils with SEN. All pupils receive an individual timetable incorporating a tailored approach to their academic and vocational learning providing them with the opportunity to progress on their own learning pathway to achieve the best possible outcomes. Their progress is supported with an Individual Learning plan (ILP) which is reviewed at a minimum on a termly basis, subject assessment tracker which is updated on an ongoing basis and an EHCP which is updated annually.

Our SEN policy and information report 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

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 coordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN 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

Special schools can delete/amend this section as applicable.

The SENCO is: Daniel Pastori (Headteacher)

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN and EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN 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 SEN governor to determine the strategic development of the SEN 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 SEN policy

5. SEN information report

5.1 The kinds of SEN 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, Asperger's Syndrome, 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

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying their special educational needs and what is the most appropriate provision that Broadstones can provide. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Needs outlined in the EHCP and other paperwork are discussed and made clear whether these are completely up to date
- We take into account the parents' concerns
- We take into account the pupils areas of interest
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the Headteacher/SENCO and Deputy Headteacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly in line with the ILP which is shared with all staff and is a working document discussed and referenced each day with the pupils. The ILP is reviewed and updated consistently and is formally updated termly at a minimum.

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.

Pupils will have arranged visits to their new setting. Transport training and advice will also be given with reference to the new setting. Induction time will also be arranged for the new setting and appropriate paperwork and documents will be passed on to the new setting within the national guidance of a maximum of 5 days following the change in setting.

Liaising with appropriate members of the local authority (e.g SEN caseworker, social worker, virtual schools) in order to update and prepare for transition.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Academic teaching is delivered on a 1 to 1 basis and also in small groups of up to 3. Vocational teaching is delivered in small groups with a maximum number of 6 pupils.

All pupils progress along their own individual tailored learning pathway and following assessment, will begin at their own starting point and progress from there. All pupils will have a Boxall Profile and targets will be set and will be incorporated throughout all of their learning as well as being reviewed and set as part of their ILP.

Broadstones School also adapts a Nurture approach. Nurture is the foundation of all that we do and forms part of all teaching and learning at the school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations 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, adapting teaching styles to suit individual needs, adapting the content of the lesson to match pupil interest in order to enhance engagement as well as linking subjects cross curricularly to provide a wider breadth of learning
- Adapting our resources and staffing across all sites
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font or any further adaptations to remove any barriers to learning
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or using visual aids where necessary

5.8 Expertise and training of staff

Our Headteacher/SENCO has experience of working and managing SEN in a mainstream and specialist setting in this role and has worked with pupils with SEN from the ages of 4 to 17 years of age across a wide variety of needs.

All of our teaching and support staff have experience of working with pupils who have additional needs and are skilled and trained in a wide variety of approaches in order to engage and teach pupils across a range of SEN.

All staff are trained in Management of Actual or Potential Aggression (MAPA) in order to manage and intervene with the correct techniques to cope with escalating behaviour in a professional and safe manner.

Staff have also received specialist training in their subject areas as well as training which addresses specific learning barriers such as Autism and ADHD.

5.9 Securing equipment and facilities

Broadstones School ensures that equipment to support learning (all pupils with SEN and an EHCP) such as laptops, chromebooks or any additional ICT accessories such as a memory stick are locked away when not in use and overnight and are password protected.

Secure passwords containing letters and numbers are used to access school computers, laptops and other electronic devices. Staff and pupils are reminded that they should not reuse passwords. Encryption software is used to protect all portable devices and removable media, such as laptops and USB devices. Staff, pupils or governors who store personal information on their personal devices are expected to follow the same security procedures as for school-owned equipment.

Further information on security and data and equipment protection please see the GDPR policy.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals through daily use and reference to their ILP
- Termly reviews of their ILP to monitor academic, vocational and personal (Boxall) progress and attainment
- Monitoring by the Headteacher/SENCO and Deputy Headteacher
- Using assessment trackers to measure progress
- Holding annual reviews for pupils who have EHCPs
- Using parent and pupil questionnaires

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our activities and school visits are available to all our pupils, including any that may run before or after school.

All pupils are encouraged to attend any trips or events organised by Broadstones and all reasonable adjustments will be made to accommodate all pupils in support of this.

All pupils are encouraged to take part in sports activities or any other type of activity or event organised by the school.

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

Further information on how Broadstones supports pupils with SEN or a disability can be found in the accessibility plan.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Broadstones School provides a small nurturing setting for pupils with SEN allowing time within each day to support pupils with their wellbeing and emotional health in the following ways:

- Pupils voice is heard, listened to and acted upon at the start of each day with an emotional 'check in'
- Each pupil has set Boxall profile targets as part of their ILP which are reviewed each term at a minimum

- Pupils participate and complete independent living units which promote teamwork, building friendships as well as independence, enhancing their self esteem.
- Broadstones School adopts the 6 principles of Nurture which run alongside all teaching and learning at the school

We have a zero tolerance approach to bullying.

Further information on how Broadstones School supports improvements in emotional and social development can be found in the Mental health and Wellbeing policy.

5.13 Working with other agencies

Broadstones School involves all necessary external agencies and third party bodies including health and social care, local authority support services and voluntary sector organisations to support and meet the needs of pupils with SEN and in supporting their families.

This may be done on a continuous basis (if they are already working with the family) or through a referral process where agreed by the parents/carers.

All relevant agencies are invited to necessary meetings and reviews to support the pupil and family such as an EHCP annual review, ILP review or Team around the Family (TAF) meeting.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher/Senco in the first instance. They will then be referred to the school's complaints policy.

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

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

All contact details for support services for parents of pupils with SEN can be found at the local authority local offer page. The local offer is consistent across all authorities and boroughs with two examples provided below.

5.16 The local authority local offer

Stockport local authority's SEND offer is published here:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Stockport local authority's SEND offer is published here:

www.manchester.gov.uk/sendlocaloffer

5.17 Contact details for raising concerns

For concerns around the SEN provision, please contact the Headteacher in the first instance.

Daniel Pastori (Headteacher)

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6. Monitoring arrangements

This policy and information report will be reviewed by Daniel Pastori (Headteacher) **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:

- Accessibility plan
- Behaviour
- Equality statement
- Supporting pupils with medical conditions