

# SEN policy and information report

## The Edith Borthwick School



**Approved by:** Dan Woodman

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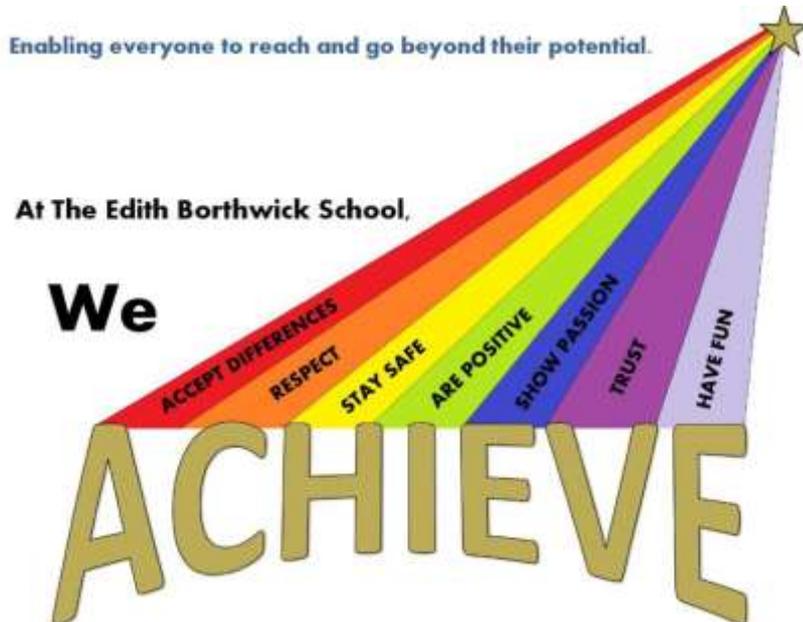
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## 1. Aims

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

Our vision is:



We cater for young people aged 3-19 with an Education, Health and Care Plan (EHCP). The school works tirelessly with other key professionals to meet the priority learning goals set within the EHCP for each individual. Therefore the core offer at the school is highly personalised. Learners at the school have access to high ratios of staff support and a wealth of SEN expertise, including onsite speech and language and occupational therapy.

## 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 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 named SENCO is Dan Woodman, however as we are a special school the SENCO for each class is the class teacher.

They will:

- Work with the headteacher and 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, including those who have EHC plans, which is all of our learners.
- 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 headteacher and 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 governors

The governors will:

- Designate a named governor to monitor
- 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 to determine the strategic development of the SEN policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- 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 Deputy Headteachers and Key Stage Leaders 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/carers

All students who come to the school have an EHCP.

It is essential that our communication with parents is strong as research shows that a joined up approach will result in the best possible outcomes for learners.

Parents/carers are kept informed through regular conversations, daily email, EfL, parents evenings, learning conferences, One Planning and the EHCP annual review meeting.

### 5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** known as One Planning

The class or subject teacher will 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, 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/carers
- The pupil's own views, as much as possible.
- Advice from external support services, if relevant

Assessment will be reviewed at least termly.

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.

#### **5.4 Supporting pupils moving between phases and preparing for adulthood**

We organise our 245 learners into 3 school phases:

**Lower school** - comprised of 8 classes of learners aged 3-9

**Middle school** - comprised of 8 classes of learners aged 9-14

**Upper school** - comprised of 8 classes of learners aged 14-19

Class size varies between 8 and 14 learners. The level of staffing provided in each class is high and will depend on the need of the students in each class, there is a minimum of 4 staff (1 Teacher and 3 Teaching Assistants).

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.

As pupils move into new settings bespoke arrangements will be made to manage this as effectively as possible, this could include a number of induction sessions in their new setting.

#### **5.5 Our approach to teaching pupils with SEN**

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

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

We will also provide the following interventions:

- TEACCH
- Use of visual cues
- Speech and Language strategies, including visual timetables, now/next boards, colourful semantics, core vocabulary boards, cued articulation and musical cues.
- Visual timetables, including objects, photos, symbols and words (depending on cognitive ability)
- Attention Autism
- Makaton
- Zones of Regulation
- Social stories and comic strip conversations
- Sensory integration strategies and sensory diets
- PECS and other suitable Augmentative and Alternative Communication (AAC), such as ProLoquo2Go, PODD and Eye Gaze.
- Backward chaining
- Direct instruction
- Focussed language groups
- Transition objects/photos
- Animal care and pet therapy
- Rebound therapy
- Laughter specialists
- Intensive interaction
- Funky Feet
- Independence/work/life skills

#### **5.6 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, 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.
- Inclusion of equipment to aid sensory integration, e.g. wobble cushions, peanut balls, weighted blankets and chewies.
- Access to external providers, such as rugby tots, Chelsea FC, Essex outdoors (Danbury & Mersea), swimming Cheeky Chimps Music, Diddi Dance, The Wildreness Foundation and Rainbow Rural Farm.

### **5.7 Additional support for learning**

- . We have over 100 teaching assistants who are highly trained to support learners in a variety of situations, including whole class, small group and 1:1.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language
- Occupational Therapy
- Social care
- Play therapy
- Massage therapy
- Music therapy
- Independent Advice and Careers Guidance (IAG)
- Physiotherapy
- Orthotics
- Wheelchair specialists
- Counselling
- Essex County council – school effectiveness partner, school inclusion partner, educational psychology services and SEND operations.
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Families InFocus Essex
- Essex Family Forum

### **5.8 Expertise and training of staff**

Our staff team has a wide range of expertise and experience

We have a team of over 100 teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in a variety of specialist interventions and approaches, including Essex Steps, PECS, Zones of Regulation, Evidence for Learning, PODD, Read Write Inc, attachment theory, sensory integration and attention autism.

We use specialist staff for speech and language assessment, occupational therapy assessment, physiotherapy assessment and specialist behaviour strategies.

## **5.9 Securing equipment and facilities**

As a special school we are well equipped to meet most SEN. If a specific piece of equipment or support is directed within the EHCP we will use top up funding to acquire it.

Our active 'Friends of Edith Borthwick' (FOEB) association is very active and supportive of the school when raising funding for specific equipment.

## **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term through pupil progress review meetings and termly learning conferences. (at least termly)
- Reviewing the impact of interventions on a regular basis (at least termly)
- Using pupil and parent questionnaires (at least annually)
- Holding annual reviews for pupils with EHC plans
- The school self-evaluation form (SEF) (at least termly)
- Recording progress against the School Development Plan (SDP) (at least termly)
- Day to day assessment and moderation against Evidence for Learning.

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

All of our extra-curricular activities and school visits are available to our pupils, including our before-and after-school clubs.

Pupils are encouraged to go on our residential trip(s) to Derbyshire, Scarborough, Norfolk, Mersea and the Isle of Wight at different points in their time at the school, as appropriate to their needs.

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

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

## **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and the Multi Schools Council (MSC)
- Pupils with SEN are also encouraged to be part of lunchtime and sports club to promote teamwork/building friendships etc.
- Whole school approach to emotional regulation, principally delivered through Zones of Regulation.
- Use of supporting tools such as Social stories, comic strip conversations and restorative practice.
- The school employ a counsellor, learners can be referred into this service.
- The school works closely with EWMHS and signposts support if required.
- Key staff are trained as Mental Health First Aiders and can support learners if/when required.
- The pastoral lead is Mental Health champion and is trained in Drawing and talking therapy.
- The family worker team offer support to families to enhance structure and routine in the home.

- Teaching staff have been trained in attachment theory and adverse childhood experience (ACE)
- Parent/Carer Coffee Mornings to build skills, resilience and peer support

We have a zero tolerance approach to bullying.

### 5.13 Working with other agencies

We work closely with social care, the school nurse and medical professionals and a host of other visiting professionals, such as therapists and educational psychologists.

We are part of a number of school cluster groups including:

- Essex Special School Education Trust (ESSET)
- Braintree and the Villages Partnership (PLN)
- Professional Learning Network (PLN)
- Federation of Leaders in Special Education (FLSE)

### 5.14 Complaints about SEN provision

At The Edith Borthwick School we believe it's important to:

- Work in partnership to support children's learning
- Create a safe, respectful and inclusive environment for learners, staff and parents/carers
- Model appropriate, prosocial behaviour for our learners at all times
- Work together to get the best outcomes for our learners.
- Communicate openly and respectfully at all times, especially if and when there are challenges or problems.

We appreciate that there may be occasions when families may be dissatisfied with the school. We hope these concerns can be dealt with quickly and informally, however on occasion the complaint policy may be required. Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers 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

The school has a Family Worker team who can offer support to families on a regular basis. They can support with home school communication, signposting additional support opportunities and to embed specific strategies into the home setting.

The Essex Local offer can also support families - . <http://www.essexlocaloffer.org.uk/>

FOEBS Facebook page also supports our families.

### 5.16 Contact details for raising concerns

Dan Woodman – Head teacher can be access through the school website – [www.edithborthwick.essex.sch.uk](http://www.edithborthwick.essex.sch.uk)

### 5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Head teacher **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 information and objectives
- Supporting pupils with medical conditions