

SEN policy and information report

The Edith Borthwick School



Approved by: Dan Woodman

Date: September 2019

Last reviewed on: September 2019

Next review due by: September 2020

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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:

Enabling everyone to reach and go beyond their potential.

At The Edith Borthwick School,

We



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 personalized. 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
- 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:

- 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

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 are kept informed through regular conversations, the home/school communication book, parents evenings and the 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**.

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 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.

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 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
- Attention Autism
- Makaton
- Zones of Regulation
- Social stories and comic strip conversations
- Sensory integration strategies and diets
- PECS and other suitable Augmentative and Alternative Communication (AAC)
- Backward chaining
- Direct instruction

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.

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
- Independent Advice and Careers Guidance (IAG)

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 8 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Essex Steps, PECS, Zones of Regulation, Evidence for Learning, sensory integration and attention autism.

We use specialist staff for speech and language assessment, occupational therapy assessment, physiotherapy assessment and specialist behavior 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 facility is directed within the EHCP we will use top up funding to acquire it.

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
- Reviewing the impact of interventions on a regular basis
- Using pupil and parent questionnaires
- Holding annual reviews for pupils with EHC plans

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 all 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
- Pupils with SEN are also encouraged to be part of lunchtime and sports club to promote teamwork/building friendships etc.

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.

5.14 Complaints about SEN provision

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 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/>

5.16 Contact details for raising concerns

Dan Woodman – Head teacher

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