

# SEND policy and information report

Invested Education



<b>Approved by:</b>	Stephen Morrison	<b>Date:</b> 14/9/22
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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
- The school's vision is to ensure that the needs of SEND students are fully met so that they can flourish in the environment
- The school has high expectations of all students and endeavours to challenge students appropriately – firstly by engaging in order that they achieve positive outcomes.

## 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 the 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 Provision Managers

Will:

- Work with the headteacher and directors 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 the pupil's host school and potential next providers of education 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 Directors

The directors 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
- › 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:

- › Work with the provision managers and class teachers to determine the strategic development of the SEN policy and provision within 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 Assessing the needs of SEN pupils

We will assess each pupil's current skills and levels of attainment on their referral to the school, which will build on previous settings and Key Stages, where appropriate.

We will use this information 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 required.

### **5.3 Consulting and involving pupils and parents**

We will have a discussion, on entry, with the pupil and their parents when addressing the provision offer. 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 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 class or subject teacher will work with the provision managers to carry out a clear analysis of the pupil's needs. This will draw on:

- Information from the pupil's school
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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.

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

We will share information with the school, college, or other setting the pupil came from and is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will work with school and any potential future provision to arrange smooth transition through induction days and visits to the setting.

### **5.6 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.

### **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, 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.

## **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions to help facilitate learning

Teaching assistants will support pupils on a 1:1 basis when they require more support to help learning

Teaching assistants will support pupils in small groups when the task requires this

## **5.9 Securing equipment and facilities**

- The setting has ICT to facilitate learning
- All equipment is securely locked away at the end of the day
- Overlays etc. are accessible for students when required

## **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 after every half term
- Using pupil questionnaires
- Monitoring by provision managers
- Using provision maps to measure progress
- Holding annual reviews with schools and outside agencies 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

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

## **5.12 Working with other agencies**

The provision works with school and the relevant outside agencies in meeting pupils' SEN and supporting their families

## **5.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class 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

#### **5.14 Contact details for raising concerns**

Contact David Lambert, Acklam Hall, Hall Gardens, Acklam, Middlesbrough, TS5 7BJ.

Tel: 01642 049366

#### **6. Monitoring arrangements**

This policy and information report will be reviewed by Stephen Morrison **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:

- Behaviour
- Supporting pupils with medical conditions