

# SEN policy and information report

## Brooke House School



**Approved by:** Mrs Joy Parker

**Date:** August 2023

**Last reviewed on:** August 2022

**Next review due by:** August 2024

# Contents

1. Aims
  2. Legislation and guidance
  3. Definitions
  4. Roles and responsibilities
  5. SEN information report
  6. Monitoring arrangements
  7. Links with other policies and documents
- .....

## 1. Aims

Our SEN policy and information report aims to:

### Introduction

Brooke House is a non-selective academic school. Students follow a wide-ranging and vibrant curriculum that seeks to provide opportunity for all students to maximise their academic potential and to develop their talents in an educational environment in which their wellbeing is promoted. We recognise that every child is unique and are committed to making reasonable adjustments where there is an identified specific learning difference and/or disability in order to remove barriers to learning and participation in school life.

This policy intends to present a coherent and joint approach to specific learning differences and disabilities throughout the School.

### Definition

The School is mindful of the definition of Special Educational Needs and Disability within the SEND Code of Practice (2014) and the Equality Act (2010).

A Student is considered to have a specific learning difference if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age, or;
2. Has a disability which prevents him or her from making use of the educational facilities that school provides. Many children and young people who have SEN may also have a disability; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities In most cases, disabilities will have lasted or be likely to last for 12 months or more.

### Policy Objectives

1. To apply a whole-school policy to meeting each student's individual needs following the guidelines of The Code of Practice for SEND (2014), and the Equality Act (2010).
2. To identify, at the earliest opportunity, any student who may have a specific learning

difference in order to support progression and good mental health and wellbeing.

3. To acknowledge that each individual and their differences are valued; making best endeavours to ensure that the school is accessible and that no student will be discriminated against.
4. To ensure that students with physical disabilities are given adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities.
5. To work in partnership with a student and his or her parent.
6. To ensure that appropriate resources and support are available for students with temporary or long-term specific learning differences and disabilities so that they are able to achieve their potential.
7. To ensure that there is appropriate advice and support for teachers to meet the learning needs of all students.
8. To conduct regular reviews of a student's progress.

### **Admission arrangements**

Brooke House is an independent, non-selective school. We welcome students who can make the most of the opportunities we offer, who can access our curriculum and flourish in the caring environment that Brooke House offers. Each student is important to us and no specific learning difference or disability will be a barrier of itself.

### **Disclosure**

When applying for a place, parents are asked to set out the nature and extent of any specific learning difference or disability on application, providing copies of all written reports and other relevant information. In order for the School to consider what reasonable adjustments it may need to make for each student, full disclosure by parents of any medical reports, specialist assessments or any other relevant information, in advance of any application is essential. The Principal may request a meeting with the parents in advance firstly without the student, followed by a meeting with the parents and the student. Should this be successful, the student will then be invited to spend a day in the school.

No student will be disadvantaged when being considered for admission because of a stated specific learning difference/disability but if parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, and the School is unable to make reasonable adjustments to cater for the student, the School reserves the right to withdraw the offer of a place or, if the student has already joined the School, to ask the parents to withdraw the child.

### **Educational Inclusion**

We have high expectations of all our students and we aim to achieve this through the removal of barriers to learning and participation.

When considering whether it would be reasonable to make an adjustment the School will consider the following factors:

1. Whether it will be provided under a statement of special educational needs from the Local Authority;
2. The resources of the school and the availability of financial or other assistance;
3. The financial and other costs of making the adjustment;
4. The extent to which taking any particular step would be effective in overcoming the

- substantial disadvantage suffered by a disabled student;
- 5 The practicality of the adjustment;
  6. The effect of the disability on the individual;
  7. Health and safety requirements;
  8. The interests of other students and prospective students.

### **Responsibilities**

Ensuring appropriate provision is made for students with specific learning differences is the responsibility of the Principal. However, **it must be remembered that all teachers are teachers of children with special educational needs**; teaching such children is therefore a whole school responsibility. All teaching staff are expected to be familiar with an individual students needs and to make their best endeavours to provide differentiated activities, resources and subject specific support whenever necessary. Teachers will be supported in this by:

1. Mrs Pat Oaten who will give guidance on how best the students specific learning differences can be supported.;
2. The distribution of standardised data and baseline data.

### **Identification of Students with Specific Learning Differences**

Some students arrive at Brooke House with identified specific learning differences or disabilities. Should a teacher raise a concern to aid early identification of any student who may have learning differences, the Principal will be informed who will then request a meeting with the parent. Additional information may be requested from parents, teachers and school assessments. Should it be decided there is an underlying specific learning difference then Mrs Pat Oaten will be informed and advise on the next steps to be taken.

### **Students with a Statement of their SEND/Education and Health Care Plan**

Brooke House welcomes and will make provision for students with a Statement/EHCP within the terms of reasonable adjustments. Students with a Statement/EHC have strategies set on their ILSP. An Annual review of their Statement/EHCP is conducted in conjunction with the parents and any external agencies involved in the overall provision for the student.

### **Arrangements for providing access to students with a disability**

At Brooke House no student will be treated less favorably than any other student for a reason that relates to his/her disability. The School will attempt to make reasonable adjustments in order to allow all students to maximise their learning opportunities.

See Accessibility Plan.

### **Individual Learning Support Profile**

Students who enter the school with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, following an assessment by an independent specialist assessor, will be provided with an Individual Learning Support Profile

(ILSP). ILSPs foster self-knowledge on the part of the student and raise awareness on the part of parents and teachers. These documents are not target-driven but offer specific strategies which can be applied across a broad range of learning environments.

### **Learning Support**

Learning support is provided through differentiated teaching in the mainstream classroom, guided by a student's ILSP. However, from time to time, some students may need additional support outside the classroom. Additional support can take place before or after school, in break or lunch times, or as an alternative timetabled lesson. Occasionally, on a one-off basis, it may be necessary to schedule some support during lesson time. In such cases, the teacher requesting this, and the subject teacher concerned are consulted for their permission for this to take place. Students who may need specialist support with their learning include those with the following types of need:

1. Cognition and learning, e.g. Specific learning differences e.g. dyslexia, dyspraxia;
2. Social, emotional or mental health difficulties, e.g. ADHD;
3. Communication and interaction difficulties e.g. ASD, speech and language difficulties;
4. Sensory and/or physical difficulties e.g. visual or hearing impairments, physical and medical difficulties. Due to the nature of the school there are likely to be few students with general learning difficulties across the curriculum. Any such students are generally most effectively supported within the classroom through the adaptation of existing curriculum and materials. In some subjects additional help may be offered by subject teachers through clubs at lunchtime or after school. Brooke House employs a part-time specialist teacher to deliver short courses of support. This is further supported by qualified classroom assistants.

All our students are academically able. Part of our approach involves managing and building self-esteem which can be affected by the presence of specific learning differences, particularly if in a highly academic environment. We judge the success of our policy by the academic achievements of the individual student and the feedback of teachers, students and parents. We aim to equip the student with learning strategies to enable them to make the progress we would expect in the classroom.

### **Use of a Word Processor**

The School recognises that for some students with specific learning differences a laptop/iPad may be the most appropriate method of organising and presenting their work. Students are allowed to use a laptop as their **normal way of recording written work** where a need has been established and/or its use is recommended by a specialist assessor.

### **Examination Access Arrangements for Public Examinations**

The School is required to follow the guidelines of the Joint Council for Qualifications when making examination access arrangements. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.' JCQ review these arrangements on a yearly basis. Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know or can do without changing the demands of the assessment. Access arrangements must reflect the student's normal way of working at school and in examinations and, as such, the School is required to make applications for any access arrangements that a student requires by **1<sup>st</sup> April** if the student will be taking examinations that summer.

Access Arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding.

Access arrangements should be agreed at the start of the course so that candidates know what is available and have these arrangements in place for examinations and controlled assessments/coursework.

Access arrangements are the responsibility of the Examinations Officer.

## **EXAMINATIONS CONCESSIONS & ACCESS ARRANGEMENTS**

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Brooke House School Examinations is to make 'reasonable adjustments' to allow candidates with specific learning differences, disabilities, long-term medical conditions or for whom English is an Additional Language to assess the examination and show what they know and can do.

### **Extra Time:**

Candidates with a specific learning difference may be allowed extra time for the completion of a paper or papers. This will be granted only where we receive a copy of a specific written recommendation from an appropriately-qualified and registered professional (e.g. educational psychologist) following his/her assessment of the child. Where we have received specific and appropriate recommendation up to 25% extra time will be allowed for the completion of a paper or papers.

### **Word Processors**

School word processors may be used for the English examination paper. The use of a word processor is not appropriate for the other examination papers. At 16+ School word processors may be used for all examination papers where appropriate.

The use of a School word processor will be granted to candidates where it is their normal way of working and is appropriate to their needs. This must be supported by a letter from their school confirming this and providing evidence of their specific areas of difficulty. It will **not** be granted to a candidate because he/she prefers to type rather than write OR can work faster on a keyboard OR because he/she uses a laptop at home. Candidates will be invited to arrive early for the examination, to enable them to attend a familiarisation session with the equipment to be used. The software used will have the grammar and spelling checks removed. Their work will be printed out by the invigilator.

### **English as an Additional Language (EAL)**

Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for less than 2 years at the time of the examination, **unless** one or both parents are fluent in English, **or** the candidate has been educated in an International school where some or the entire curriculum was delivered in English, **or** prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

### **Disabilities and Medical conditions**

Applications for examination concessions/access arrangements for a candidate with a disability or long term medical condition should be supported by written recommendations from an appropriately qualified physician or other professional.

## **Other Access Arrangements**

The School will consider requests for other access arrangements, if made in writing with supporting documentation.

## **IMPORTANT NOTE Application and Notification**

Parents seeking special examination arrangements of any kind for a candidate must send a detailed, written request and supporting documentation to reach the Examination Officer **before the application closing date**. The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Once confirmed, arrangements cannot be altered.

## **Identification of Students with Specific Learning Differences**

In screening students we are concerned to highlight inconsistencies, uneven performance or a mismatch between ability and performance. The outcome of this process may be:

1. Continued monitoring of a student's progress by the Form Tutor and subject teachers;
2. The recommendation that further individual screening tests take place. Parents will be informed and their permission sought before this occurs. Afterwards they will be invited into school to discuss the findings and to decide on the way forward;
3. The recommendation that the student should have a Full Diagnostic Assessment by an appropriately qualified independent specialist assessor, at the parents' cost;
4. The recommendation that the student receives a short course of individual or group support. We recognise that continuous monitoring of students by subject teachers and form tutors is essential since, as student progress through the school and work gradually becomes more demanding, specific learning differences may emerge and start to affect a student's academic performance and emotional well-being. This may be identified by:
  1. A student's progress may be significantly slower than that of their peers starting from the same baseline;
  2. A student's progress fails to match or better the student's previous rate of progress;
  3. The difference between the student's attainment and that of their peers fails to close, and may become wider, despite additional help from the subject teacher.

Teaching staff should always consult and keep the Principal and the Examination Officer informed of any concerns. Parental concerns, concerns from subject teachers or concerns expressed by the student should always be reported to the form tutor who will bring these to the attention of the Principal. If indicated, the Principal will seek the advice of Mrs Pat Oaten and they will decide whether:

1. The student should have a short course of support with the subject teacher;
2. The student should have a one-off consultation session.
3. Additional school screening tests should be undertaken to ascertain whether there may be an emerging specific learning difference;
4. The student should be referred for an assessment by an independent specialist assessor at the parents' cost. Any referrals should be undertaken in consultation with the student and his/her parents.

## **The ILSP and Learning Support**

### **The ILSP**

The ILSP will identify the student's specific learning difference, outlines areas of strength and areas of development. It will give guidance and strategies for the student, for staff and parents using information from specialist reports and subject teachers. The final part of the ILSP will give details about any access arrangements, if these are appropriate. The ILSP will be reviewed annually or after a new assessment.

It is particularly important that tutors are fully aware of the details regarding any of their students with a specific learning difference or disability.

The Principal will ensure that up-to-date ILSPs are available to tutors and staff at the beginning of each term and will circulate any additional or updated ILSPs that are agreed after September.

### **Learning Support**

Students are taught in a structured and multi-sensory way that provides strategies for learning and for revision and encourages the student to discover their own best way of dealing with their specific learning difference. The aim will be to enhance a student's own ability to learn effectively. The school does not have the resources to provide long-term support.

Mrs Pat Oaten will make recommendations about the next appropriate course of action to the Principal and subsequently to parents. For most students this is likely to focus on monitoring future progress, which hopefully will indicate an improvement as the new skills are applied. This monitoring may include a review meeting with the school student and parent. A student may need a further short course of additional support later in his or her school career as work becomes more demanding.

### **Monitoring Progress**

Students' progress is monitored by:

1. Examining their books, work/reports/exam result/performance in order to identify areas in which they may need support;
2. Reviewing students' ILSPs on a yearly basis in consultation with the student and his/her parents;
3. Regular review meetings with the students and parents. This may be followed by a short period of targeted support.

### **Laptop/iPad and Word Processor Policy**

At Brooke House School, students are expected to record their work and to complete tests and examinations by hand. However, we recognise that students who have difficulties with handwriting and/or problems with processing and getting their ideas down on paper can find that using a word processor:

1. Enables clear and legible writing;
2. Enables the student to express their ideas more fluently;
3. Helps to counter feelings of frustration and tiredness that can affect self-confidence and self-esteem;
4. Enable the student to become a more independent learner.



### **Who may use a word processor as their normal way of working at school?**

The use of a word processor cannot be granted to a student because he/she prefers to type rather than handwrite **OR** can work faster on a keyboard **OR** because he/she uses a laptop at home. Some of the reasons why the School will allow a student to use a word processor as their normal means of recording work include:

1. The student has an identified specific learning difference which has a substantial and long term adverse effect on their ability to write legibly;
2. A medical condition;
3. A physical disability;
4. A sensory impairment;

These reasons will be supported by a report from a suitably qualified professional.

1. Poor handwriting;
2. Planning and organisational problems when writing by hand.

For these reasons, school-based evidence will be gathered as detailed below in order that an informed decision can be made on whether to allow the use of a word processor.

### **School-based evidence**

Concerns about a student's handwriting may come from teachers, parents, the student or following a timed test/examination.

Any concerns about a student's handwriting should be reported to their form tutor who will gather information from subject teachers. These concerns may also come from the student or the parents. After gathering this evidence, the form tutor will bring these concerns to the Principal. If a potential difficulty is identified, the Principal will seek the advice of the Mrs Pat Oaten who will:

1. Contact the form tutor to collect further information from subject teachers;
2. Contact the parents to seek their views;
3. Arrange to meet with the student to look through their books and to carry out a handwriting assessment;
4. Arrange a short course of handwriting support.

At the end of this process, the Principal will meet with the parents to discuss the way forward. This may involve:

1. Concerns may have been dealt with and the student's handwriting has improved;
2. The student's handwriting has improved a little but they may continue to have difficulty with legibility and speed in longer pieces of writing;

Additional concerns are noted concerning slow processing in other areas. In this case the student will undertake further screening tests which may lead to a recommendation of an independent specialist assessment.

### **Using a word processor at school**

The Principal may give permission for the student to use a laptop/iPad in the classroom. In class:

1. The use of a laptop/iPad is allowed with the agreement of the subject teacher;
2. Students must set up subject folders and save work at the end of each lesson. It is useful to keep a memory stick with the laptop;
3. Students should use a plain font and allow room for teachers' comments;
4. Spellcheck can normally be used on all pieces of work except in examinations;
5. Work must be printed out by students and stuck into exercise books or placed in a file as required by each teacher;
6. Special arrangements may need to be made for tests if the member of staff wishes to receive the work immediately;
7. Students must ensure that laptops/iPads are charged every evening as they will need to run on battery power in the classroom;
8. iPads (with a small keyboard) can be used instead of a laptop. If the student would like to take a picture of board work, the teacher's permission must be sought first;
9. Students may email homework to teachers only with the express permission of that teacher;
10. Students should not expect the School's IT technicians to maintain their machines or undertake repairs to them.

### **Limitations to Laptop Use**

A subject teacher has the right to veto the use of a laptop in particular situations:

1. Where its use might be dangerous or problematic e.g in a particular experiment in Chemistry;
2. Where particular exercises should not be done with computer assistance e.g. maps and diagrams;
3. Where calculations are required without the assistance of computer functions such as in Mathematics;
4. If an individual student, in any lesson, is using the laptop in such a way as to cause a distraction or disturbance to the learning of others.
5. Students are not allowed to connect their laptop to the school network, unless permission has been given.
6. The school internet filtering system to ensure that our students are kept safe is operated by lightspeed.

### **Assistance with Laptops**

The Principal and school LSA's will:

Be available to help students to establish a daily routine and encourage them to operate in an organised and independent way.

## **Using a word processor in examinations**

1. A student who has used a laptop as their normal way of working at school and has had practice and rehearsal in the use of a word processor in timed conditions may use a word processor in examinations. In this case the student will use a school word processor for internal and external examinations. The Examination Officer will make contact with the candidate to arrange in which specific examinations they wish to use a word processor;
2. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this;
3. Spelling and grammar check will be disabled as will any connection to the internet. In rare instances some students will have this enabled due to their spelling difficulties which affect their writing fluency. This will be after consultation with the student, parents and subject teacher;
4. The form tutor will arrange for the student to meet with the IT department for a familiarisation session;
5. Any request for the use of a laptop in a summer internal or external examination after 1<sup>st</sup> April must be accompanied by a doctor's note, and agreed by the examination officer;
6. Scripts will be printed out on school printers as soon as the examination ends. The student must be present to check that all pages have been printed and then sign each page.

## **English as an Additional Language**

An EAL student is a student whose first language is not English. This encompasses students who are fully bilingual and all those at different stages of learning English. EAL students may be:

1. Newly arrived from a foreign country at school;
2. Newly arrived from a foreign country and who attended a school where they were taught in English;
3. Born abroad but moved to England at some point during their childhood;
4. Born in the UK but in a family where the main language is not English.

EAL student's competence in English can be categorised as described below:

Level 1: silent period/beginner learner;

Level 2: basic interpersonal communication skills (BICS);

Level 3: socially competent and starting to communicate more efficiently in an academic setting;

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum;

Level 5: cognitive academic language proficiency (CALP) level of English no barrier to

achievement. There are no EAL students at Brooke House who are not fluent in English, we do have students who count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be aware that EAL needs may emerge as more students join Brooke House, it is also the case that the majority of these students will have no language support needs during their time at school.

### **Identification:**

1. EAL students are identified on admission through disclosure by the parents in the application process. The school is able to make "reasonable adjustments" for such students, in line with the current JCC guidelines.
2. The Examination Officer will take into account the fact that a candidate has English as an additional language so that these students are not disadvantaged as far as this part of the admissions process is concerned.
3. Brooke House school would maintain a list of students for whom English is an additional language and this would be made available to all teachers in order to meet any potential needs.

### **Provision in the Classroom**

EAL students would be offered full access to the wide-ranging and vibrant curriculum and co-curricular activities that the school offers as this provides the best platform for all to develop their language skills in speaking, listening, reading and writing since it provides a meaningful context with appropriate cognitive challenge. All teachers are expected to take on the role of teachers of language in the context of their subject. The following guidelines are suggested:

1. Consider the language demands of the content of a lesson;
2. Allowing time for discussion will allow students with EAL time to develop their understanding. Students may need a little extra time for processing OR more explanation from the teacher OR a framework on which to model their response;
3. Allow students time to think through questions before answering and consider using different types of questions or repeating questions using different vocabulary;
4. Provide structured guidance for students to support reading or writing activities;
5. Explicitly teach subject specific vocabulary as well as grammar. Show students how to connect ideas in writing using connective words appropriate to your subject;
6. Focus on developing and providing the language for higher order reading and thinking skills appropriate to your subject such as hypothesising, evaluating, inferring etc.;
7. Consider providing visual information such as timelines, tree diagrams, flow charts, tables, graphs, pie charts to support the development of key words and concepts;
8. Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning;
9. Allow students time to summarise and reflect on what they have learnt at the end of a lesson and link old learning with new ideas and concepts;
10. Integrate speaking, listening, reading and writing so that each of these skills can support and help to develop the others.

### **Progress**

Most EAL students will thrive in a language enriched classroom environment. The progress of EAL students would be monitored carefully throughout the School by tutor and the Principal.

## Additional Support

Most EAL students will thrive in a language enriched classroom environment without further intervention. However, if concerns are identified following the procedure outlined above:

1. A short course of language focused support may be provided for any student causing concern;
2. A student must not be regarded as having a specific learning difference solely because the language or medium of communication of the home is different from the language in which he or she will be taught;
3. Should any specific learning difficulties be identified through our screening process or through concerns expressed by teachers, parents or the student, EAL students will have equal access to the specific learning differences and disabilities provision.

## Examination Arrangements

The school will follow the current JCQ guidelines when making arrangements for examinations. Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for less than 2 years at the time of the examination, **unless** one or both parents are fluent in English, **or** the candidate has been educated in an international school where some or the entire curriculum was delivered in English, **or** prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

## Examination Access Arrangements

Access Arrangements may include one or more (depending on the level of need) of the following arrangements: the award of extra time, the use of a laptop, the provision of a quiet room, rest breaks or other appropriate arrangement. These arrangements must reflect the student's normal way of working. Evidence to support such arrangements is needed, and in most cases this can include:

1. **A History of Need:** a report from an independent specialist assessor that clearly identifies a specific learning difference and;
2. **A History of Provision:** evidence that this is the candidate's normal way of working at school. The ILSP will provide evidence of this, and monitoring and reviewing their progress each year (reflected in their ILSP), monitoring their use of extra time during school examinations and their use of a laptop computer in school. The views of subject teachers will also be sought to establish the student's normal way of working in their subject. In addition, during Year 9 a range of tests will also be carried out in line with JCQ recommendations to determine whether Access Arrangements are still appropriate. A report from an independent specialist assessor without a History of Provision is not enough evidence for access arrangements to be granted. The JCQ regulations clearly state that the "arrangement put in place must reflect the support given to the candidate in the centre" (the 'normal way of working'). If there is a History of Need and a History of Provision then the Examination Officer will make appropriate recommendations for Access Arrangements. The School is required to make applications for any access arrangements that a student requires by **1<sup>st</sup> April** if the student will be taking examinations that summer. When the need for a potential public examination access arrangement is identified, the School will endeavour to ensure that younger students undertake internal examinations under the same conditions so long as a report identifying a specific learning difference is received by 1st April.

## 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 student 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 SENCO is Mrs Debi Bailey

They will:

- Work with the Principal 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the LEA's funding 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 Principal 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 School Principal

The School Principal will:

- Work with the SENCO 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

## 4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student 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 student'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 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. Class teachers will make regular assessments of progress for all students 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 needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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

student 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 will have an early discussion with the student 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 early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

### **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**.

Our specialist teacher Mrs Oaten will with the permission of parents carry out an assessment with students who have been identified as having additional needs. This is usually with students who are Year 3 and above.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student'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 student is moving to. We will agree with parents and students which information will be shared as part of this. The SENCO will approach the intended school/college and will arrange a visit with the appropriate authorities to aid a smooth transition.



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

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

High quality teaching is our first step in responding to students who have SEN. Reasonable adaptations are made for individual students.

**5.7** We have introduced a new Kite class which is allowing some students who have been missing education to return to education encouraging full-time education. The plan will be to slowly as and when applicable to integrate the students into mainstream.

We will also provide the following interventions:

**'Good Teaching' means our lesson:**

- \* Is interesting and makes us want to listen.
- \* Makes us think hard and not day-dream.
- \* Helps us learn something new.

**'Good learning' means we are:**

- \* Finding out new things.
- \* Practising things we need to do more of.
- \* Seeing something in a different way.

**An outcome is:**

- \* What we are working towards either this lesson. This week or this year.

**I know I've made progress when:**

- \* My teacher shows me my target sheet.
- \* My teacher has shown me in their marking.
- \* I know myself!

**If I find the lesson difficult I can:**

- \* Let either my teacher or the TA know.
- \* Ask a friend for help.

- \* Make a note in my log book.
- \* Use one of the resources around the classroom to help me.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 

### **5.8 Additional support for learning**

We use teachers and teaching assistants will support students on a 1:1 basis when the student isn't in a lesson (such as MFL).

Teaching assistants will support students in small groups.

- 

### **5.9 Expertise and training of staff**

Our SENCO has 15 years experience in this role and has worked as ...

They are allocated two hours a week to manage SEN provision.

We have a qualified teacher - Mrs Oaten who is trained to help deliver SEN program.

Our qualified LSA's -who help to deliver the program to our SEN programs.

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

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each half term.
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

### **5.11 Enabling students 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 students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s).

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

No student 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 students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of our after-school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

## **5.13 Complaints about SEN provision**

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

The parents of students 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.

## **6. Monitoring arrangements**

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

## **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