



Notley High School & Braintree Sixth Form

SEN Policy and Information Report

Last reviewed:	November 2020
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Approved by LGB:	December 2020
Designated Postholders:	SENCO

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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;
- Allow all students to develop to their full potential both academically and personally;
- Ensure students with SEN have access to high quality and appropriate education in which they engage fully, in order to achieve at the highest possible level;
- Ensure students with SEN participate fully in the life of the school including extra-curricular activities and social opportunities.

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;
- This policy also complies with our funding agreement and articles of association.

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 SENCO is Cathryn Kipling: cathryn.kipling@notleyhigh.com

(BSc Psychology, PGCE, Med - Speech and language difficulties, PGDip – Difficulties in Literacy Development, National Award for SEN Co-ordination)

The Assistant SENCO is Marle Potgieter: marle.potgieter@notleyhigh.com

(BA Arts, PGCE, MA Linguistics)

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/carers, 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/carers 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 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 SENCO and 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, 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. This will include:

- Speaking to parents/carers at our open events;
- Liaising with primary schools prior to admission;
- Analysing data from primary schools;
- Cognitive Assessments Tests in Year 7: verbal, non-verbal, spatial and quantitative abilities;
- LUCID testing in Year 7: decoding, comprehension, spelling, handwriting and typing;
- Formal and informal observations of students;
- Monitoring vulnerable groups of students.

Class teachers will make regular assessments of progress for all pupils 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. Class teachers or Heads of Faculty will alert the SENCO who will investigate.

Slow progress and low attainment will not automatically mean a pupil 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 pupil and their parents/carers. 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/carers

We will have an early discussion with the pupil and their parents/carers 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'/carers' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will formally notify parents/carers when it is decided that a pupil 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**.

The subject teachers will work with the SENCO 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/carers;
- 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 is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. The Preparing for Adulthood Advisor will be involved with students who have an EHCP to support and advise.

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.

If a student is still finding progress difficult, we will meet with the student and the parent/carer to discuss needs and plan provision. A 'One Page Profile' will be created which will detail the provision to be put into place.

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 staffing – an additional adult may be in a lesson to support students;
- 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 22 learning mentors who are trained to deliver interventions such as Toe by Toe, Alpha to Omega, Socially Speaking, Power of 2 and Phonic reading schemes.

Learning mentors may support pupils on a 1:1 basis when they have an identified, specific need that can be supported by short term intensive, intervention work, or need emotional support.

Learning mentors may support students in the classroom when they need extra support with comprehension or completing class work.

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

- Educational Psychologist
- Specialist teachers
- Provide – health care provider
- Preparing for adulthood advisors
- Family solutions
- KidsInspire
- Social Care
- EWMHS

5.9 Expertise and training of staff

Our SENCO has 5 years of experience in this role and has worked as a primary school teacher and primary SENCO and a specialist teacher for speech, language and communication.

The Assistant SENCO has been in post for a year and has 3 years' prior experience of working at a specialist school for speech, language and communication and taught secondary school English at a mainstream school.

They are allocated 3.5 and 2 days a week to manage SEN provision respectively.

We have a team of 22 learning mentors (20.6 FTE), who are trained to deliver SEN provision.

Learning mentors have been trained in speech and language support for 11 – 16 years (ELKLAN qualification).

We use specialist staff for interventions and support in the enhanced provision for speech, language and communication.

5.10 Securing equipment and facilities

Where pupils need additional equipment and facilities, we liaise with Provide and the specialist teacher team to ensure this is available.

5.11 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 termly;
- Using pupil questionnaires;
- Monitoring by the SENCO;
- Holding annual reviews for pupils with EHC plans.

5.12 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. We have a sports club that is by invitation only for selected pupils.

All pupils are encouraged to go on planned our residential trip(s). An additional residential trip to Skreens Park is planned that is only open to SEN pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops and supported where necessary.

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

5.13 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 sports clubs and homework club to promote teamwork/building friendships etc.;
- Pupils with particular needs will have a key adult who they can build a trusting relationship with in addition to their tutors.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We aim to give our pupils complete support and regularly liaise with other children's' services, including: educational psychologists, specialist teachers, Provide (health care provider), preparing for adulthood advisors, Family Solutions, KidsInspire, social care and EWMHS.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the tutor in the first instance. They will then be referred to the school's Complaints Procedure.

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.

5.16 Contact details of support services for parents/carers of pupils with SEN

The Essex SEND IAS Service (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). email: send.iass@essex.gov.uk tel: 0333 013 8913 text: 0786 000 3010

Families InFocus (Essex) is an independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex. Tel: 01245 353575
www.familiesinfocusessex.org.uk

5.17 Contact details for raising concerns

The school has a complaints procedure available to all parents/carers. It is available via the school website.

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 Cathryn Kipling **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