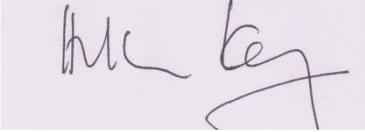




The Flagship School  
SEN POLICY AND INFORMATION REPORT

Last review	May 2021
Next review	May 2022
Review frequency	Annually
Approved	By Trustees
Name	Helen Kay
Signature	
Capacity	Chair of Trustees
Date	10.05.21



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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

### **Vision:**

We aim to provide a holistic learning environment which has high aspirations for all of our children and where they can realise their full potential: personally, emotionally, socially and academically.

Whatever their starting point, each child will be supported to:

- understand their strengths and develop their skills to enable them to maximise their potential;
- feel valued, safe and happy in their learning;
- make their best possible progress;
- move on successfully to further education or work.

Our vision for our school is one where empowered and well supported teachers, therapists, learning support assistants and support staff work in partnership with parents and carers to enable children to experience a high quality, exciting and integrated curriculum designed to meet their individual needs and learning styles. Therapeutic interventions, tailored to address each child's communication, social and additional needs will be embedded within all aspects of the curriculum and wider life of the school.

## **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:

- o A significantly greater difficulty in learning than the majority of the others of the same age, or
- o 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 Principal is the SENCO. They will:

- o Work with the teachers and governors to determine the strategic development of the SEN provision in the school.
- o Have day-to-day responsibility for the operation of this SEN provision and the co-ordination of specific provision made to support individual pupils with SEN, ensuring all pupil's EHC Plans are adhered to.
- o Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all pupils receive appropriate support and high-quality teaching
- o Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- o Be the point of contact for external agencies, especially the local authority and its support services
- o Liaise with 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
- o Ensure the school keeps the records of all pupils up to date
- o Have overall responsibility for the provision and progress of all learners

### **4.2 The Chair of Trustees**

The Chair of Trustees will:

- o Feedback as to the strategic development of SEN provision at governing board meetings
- o Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- o Work with the headteacher and to determine the strategic development of the SEN provision in the school

### **4.3 Class teachers**

Each class teacher is responsible for:

- o The progress and development of every pupil in their class
- o 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
- o Working with the Assistant Principal and Principal to review each pupil's progress and development and decide on any changes to provision
- o 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:

- o Communication and social interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- o Cognition and learning, for example, dyslexia, dyspraxia
- o Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- o Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Assessing pupil's 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 pupils and identify those whose progress:

- o Fails to match or better the child's previous rate of progress
- o Fails to close the attainment gap between the child and their mainstream peers
- o Widens the attainment gap

#### Autism Progression Framework

##### Communication and interaction

This may include progress in areas other than attainment, for example, social needs.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when discussing their entry into the school. These conversations will make sure that:

- o Everyone develops a good understanding of the pupil's EHCP provision and how these feeds into their SMART target:
  - I. **Specific** (simple, sensible, significant).
  - II. **Measurable** (meaningful, motivating).
  - III. **Achievable** (agreed, attainable).

- IV. Relevant (reasonable, realistic and resourced, results-based).
- V. Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).
  - o and (if applicable) a 'looked after child's Personalised Education Plan (PEP)  
*According to data from the Department for Education, around two thirds of looked after children have some sort of special educational need.*
  - o We take into account the parents' concerns
  - o Everyone understands the agreed outcomes sought for the child
  - o Everyone is clear on what the next steps are

#### **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 Assistant Principal and Principal to carry out a clear analysis of the pupil's needs. This will draw on:

- o Their EHCP and diagnostic profile including detailed analysis of cognitive assessments, SaLT assessments, OT assessments etc.
- o Use of the Autism Education Trust Progression Framework. File for each child
- o The teacher's assessment and experience of the pupil
- o Their previous progress and attainment or behaviour
- o Other teachers' assessments, where relevant
- o The individual's development in comparison to their peers in mainstream schools and national data
- o The views and experience of parents
- o The pupil's own views
- o 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 and pupils which information will be shared as part of this.

#### **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.

Therapeutic interventions, tailored to address each child's communication, social and additional needs will be embedded within all aspects of the curriculum and wider life of the school.

We will also provide the following interventions:

- o Speech and Language Therapy in house
- o Occupational Therapy as specified in EHC plans
- o Neurodevelopmentally appropriate interventions using evidence based approaches
- o SEMH interventions throughout the day.e.g structured social settings such as 'crunch and sip; breaks, playground support for structured games and quiet times
- o Literacy interventions e.g synthetic phonics withdrawal/or small group programme

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

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

- o 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.
- o Use of trauma informed practice and evidence-based approaches to education
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- o Differentiating our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.
- o 'time in' zones in each classroom
- o Regulation stations in each classroom
- o Furniture that supports pupil's sensory and attentional needs
- o Assistive technology to support literacy
- o Outdoor learning/forest school

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

We have teaching assistants who will be trained to deliver interventions such as speech and language strategies, regulation strategies etc. Teaching assistants will support pupils on a 1:1 basis when needing intervention e.g. synthetic phonics intervention, OT programmes

Teaching assistants will support pupils in all classrooms. Classrooms will have no more than 8 children to a class with a minimum of 1 teacher and 1 TA in each class with extra support available from other TA's and a Speech and Language Therapist as required.

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

- o Virtual Schools to support the PEP process for 'Looked after Children'
- o East Sussex Integrated Therapy & Equipment Service (CITES) is a countywide service and Therapy One Point (TOP) is our single contact point for speech and language therapy, physiotherapy, occupational therapy (including adaptations), specialist equipment and general enquiries.

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

All our staff will come with expertise in SEND and will receive a high level of ongoing training and support from our SLT

### **5.10 Securing equipment and facilities**

Working with East Sussex CC and other local providers to ensure high quality provision.

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

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

- o Reviewing pupils' individual progress towards their goals each term
- o Reviewing the impact of interventions each term
- o Using pupil /parent questionnaires
- o Monitoring by the SLT
- o Using provision maps to measure progress
- o Regular parent meetings to review individual education plan SMART goals and yearly EHCP reviews

### **5.12 Enabling pupils with SEN to engage in activities available to those children in other mainstream schools 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.

All pupils are encouraged to go on our residential trips

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

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:

- o All pupils are encouraged to be part of the school council
- o All pupils are also encouraged to be part of after school enrichment to promote teamwork/building friendships

- o We have a whole school approach to SEMH activities throughout the day to ensure polite, friendly, and respectful social communications between pupils and staff.

We have a zero-tolerance approach to bullying.

#### **5.14 Working with other agencies**

- o Virtual Schools
- o East Sussex Integrated Therapy & Equipment Service (CITES) is a countywide service and Therapy One Point (TOP) is our single contact point for speech and language therapy, physiotherapy, occupational therapy (including adaptations), specialist equipment and general enquiries.
- o Local volunteer agencies

#### **5.15 Complaints about SEN provision**

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

- o Exclusions
- o Provision of education and associated services
- o Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN**

To support this policy we have human, financial and material resources. Human resources include teaching assistants, support staff and specialist expert agencies such as;

CAMHS (Child and Adolescent Mental Health Service)  
 CLASS (Communication, Language, Autism, Support Service)  
 CRI –Including social workers and Family Support key workers.  
 ESBAS (Education Support, Behaviour and Attendance Service)  
 EALS (English as an Additional Language Service)  
 Educational Psychologist  
 Children Integrated Service, including: Speech and Language Service Children's Development Centre.  
 OT- Occupational therapy and physiotherapy.

#### **5.17 Contact details for raising concerns**

Named Contacts are

1. Stephanie Salter (Principal)
2. Helen Kay (Chair of Trustees)

### 5.18 The local authority local offer

Our contribution to the local offer is:

- o Our local authority's local offer is published here: The 'local offer' on the internet [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer) SEND information, advice and support service,
- o AMAZE. Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

Amaze's SENDIASS helpline is open Monday to Friday, 9.30am to 2.30pm.

Call 01273 772289

<http://amazebrighton.org.uk/services-and-support/advice-sussex/sendiaass-east-sussex/>

### 6. Monitoring arrangements

This policy and information report will be reviewed by Helen Kay and Stephanie Salter **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

- o This policy links to these policies:
- o Accessibility plan
- o Behaviour Policy
- o Equality information and objectives
- o Supporting pupils with medical conditions - To be drawn up.
- o Anti-Bullying Policy