

S10 SEN Policy and Information Report

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March 2020

Responsible:

Assistant Principal: SENDCO

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1. Aims

- We aim to ensure the academy removes the barriers to learning for all students based on their progress by identifying additional needs.
- Students will be offered high quality teaching to cater for most of their needs by the use of Pupil Passports which advise teachers on individual strategies for students on the SEN register.
- Students will be offered a graduated approach to interventions based on both current and past data and a review of efficacy.
- All academy staff understand their safeguarding responsibility towards a pupil and will report any concerns to the academy's Designated Safeguarding Person.
- *Students "where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support".* (Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*)

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 (SENDCOs) 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 SENDCO

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They will:

- Work with the Principal and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 Principal 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 SEND 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 SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND 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 and 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 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 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. 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. 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.

There are a number of ways the academy identifies students in need of support:

- Data Collection Point assessments (termly) to track student's progress against the year seven entry tests.
- Teachers, teaching assistants or parents concerns via:
sen@thebusheyacademy.org
- Liaising with parents, classroom teachers, students to ascertain the best teaching strategies from each individual.
- The Bushey Academy works closely with the local authority to carry out assessments from the Educational Psychologist and Advisory teams, if they are required.

Some students will have been diagnosed with a special education need at primary school and this information will have been passed on by the previous establishment. Such students may not be placed on the SEN register, but their progress will be monitored as appropriate.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil 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 interview each child on the SEN register and produce a Pupil Passport which is available to all teaching staff
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of discussions with educational psychologists or other agencies will be added to the pupil's record and given to their parents on request.

We will formally notify parents 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 class or subject teacher will work with the SENDCO 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
- 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 and pupils which information will be shared as part of this.

- The academy liaises with feeder primary schools to gather as much information as possible about our transitioning students over the summer term.
- Careful consideration is taken in allocating Form Groups for Year 7.
- Some students will benefit from a smaller class size and a primary trained teacher in our transition stream. Students are timetabled extra numeracy and literacy lessons in a nurturing environment from year 7 to 8. These students are reviewed regularly and students will progress out of transition when ready.
- All students who will be joining the academy will be invited to our transition day in the summer term of Year 6.
- For those students transitioning to college and sixth form opportunities in Year 11, we support with 1:1 careers advice regarding the application process. We ensure that important SEN information is shared with other educational providers.
- For those students with exam access arrangements in place (such as 25% extra time or a scribe), we provide schools and colleges with details to reapply for JCQ arrangements.
- Students with an EHC plan are given a review meeting annually to ensure all plans are up to date.
- External Sixth Form student's applying to the academy will have their special educational needs reviewed on entry and provision put in place as appropriate.

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.

Quality First Teaching is our first wave in responding to pupils who have SEN. All teaching staff ensure:

- Provision is made in each lesson for meeting the diverse needs of all learners.
- Teachers create inclusive Schemes of Work and deliver lessons that support the learning of all students.
- Through creative and innovative teaching strategies, specialist IT equipment and a variety of resources all students are supported in their learning.
- Departments are responsible for adapting their curriculum and teaching to support the needs of all students, including those with SEND. In the classroom the teacher differentiates lesson resources and adapts teaching to reflect the needs of individual learners.
- An SEN register is reviewed annually with students requiring SEN support a Pupil Passport will be produced to ensure that all staff have the relevant information and strategies for each child.

The second wave of support starts if students require closer support from teaching assistants, they are identified and provided 1:1, small group work or in-class support. Students may need support from a Behaviour and Attainment mentor or a counsellor who work at the academy. We also refer students to a range of other agencies to receive specialist advice and support.

In the final wave of support students with Education, Health and Care Plans or a similar level of need will receive support coordinated by the SENDCO. Their Health and Care Plan will be reviewed regularly, at least once per year, with the parent, student and appropriate outside agencies.

Staff will be regularly updated on the needs of students via staff briefings, SEN notice board, updating school registers, seating plans, email and the Pupil Passports. We are advised closely by the Educational Psychology Service, who provide training and in class observations of identified students. In addition to high quality teaching, some students require further support to reach expected progress.

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.
- Timetables of students may be altered in consultation with the SENDCO where necessary on a temporary basis.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions including:

- Spelling, reading and comprehension
- Numeracy
- Social skills
- Mentoring programs
- Assistance with homework and planning
- The use of specialised equipment (overlays, reading pens, handwriting pens and laptops).

Teaching assistants will support pupils on a 1:1 based on the level of need and a review of efficacy. Teaching assistants will support pupils in small groups when a need has been identified and reviewed based on pupil progress.

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

- The Educational Psychology Service (EP)
- Chessbrook Education Support Centre
- Child and Adolescent Mental Health Service (CAMHS)

- Targeted Youth Support
- Thriving Families
- Social Services
- The Autism Advisory Service
- NHS
- Kidshub

5.9 Expertise and training of staff

The Individual Needs Department

We have a team of teaching assistants who are trained to deliver SEN provision.

Mr C Gall – Assistant Principal: Special Educational Needs and Disabilities Coordinator

Mrs R Rennick – Individual Needs Coordinator

Ms J Ricketts – Head of Transition

Mrs J Brown – Teaching Assistant

Mrs R Haywood – Teaching Assistant

Mrs F Kelly – Teaching Assistant

Ms S Fallon – Teaching Assistant

Ms L Joyce – Teaching Assistant

Ms D Baker – Teaching Assistant

Mrs D Rogers – Teaching Assistant

Miss E Ellis – English as an Additional Language Teacher

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
- Ongoing periodic reviews of the impact of interventions
- Using Pupil Passport interviews
- Monitoring by the SENDCO
- Using provision maps to measure progress
- 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.

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

All pupils are encouraged to take part in sports days, careers workshops and house drama and music performances.

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 school teams and house events.
- Pupils with SEN are also encouraged to be part of our social club to promote a more nurturing environment for building friendships amongst the more vulnerable.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We take a multiagency approach to each child involving other bodies, including health and social care bodies, local authority support services and voluntary sector organisations to meet pupils' needs and support their families. This can involve a wide range of advice and support with teaching strategies to completing an Education Health Care Plan.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO cgall@thebusheyacademy.org 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

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

- [ChatSS Parent Support Group](#)
- [CHIPS](#)
- [Families in Focus](#)
- [Carers in Hertfordshire](#)
- [Playskill](#)
- [Young Sibs](#) - For brothers and sisters of disabled children

5.17 Contact details for raising concerns

cgall@thebusheyacademy.org

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5.18 The local authority local offer

Hertfordshire Quality SEND Offer (May, 2016)

<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/quality-send-offer-expectations.pdf>

Our local authority's local offer is published here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo annually. 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:

- S26 Accessibility Plan
- S4 Student Behaviour Policy
- S37 Equality Policy
- G1 Concerns & Complaints Procedure