Bracken Hill School

Special Educational Needs and Disability Policy

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Policy Type: Whole School

This policy is reviewed annually to ensure compliance with current regulations

The Governors of the school recognise that all staff play a vital role in the achievement of high standards and in providing our pupils with the best opportunities matched to their needs.

Contents

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

1. Aims

Bracken Hill is committed to ensuring that the necessary provision is made for every pupil. The school is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people with a learning difficulty, disability, disadvantage or special educational needs.

The SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:
- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school believes that all children with a Special Educational Need (SEN) must have their needs recognised, assessed and reviewed annually, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality.

Bracken Hill strives to deliver appropriate curriculum to:
- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to assessment and learning

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEN
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 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.

All our pupils have SEN and our provision aims to meet the needs of our pupils in line with their EHCP and individual targets and outcomes.

4. Roles and responsibilities

4.1 The headteacher

The headteacher will:

- Work with the staff and governors 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

4.2 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

- Review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

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

5.2 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will 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.

5.3 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.

Preparing pupils for transitions is a vital part of their next steps and will be personalised for each child to meet their individual needs.

5.4 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.

We will also provide a range of interventions which include, but are not limited to:

- Targeted academic individual interventions based on a recognised need
- Speech and language therapy
- Movement therapy
- Play therapy
- Music therapy
- ELSA
- Draw and talk therapy
- Switch On Reading
- Whole Word Approach to Reading

5.5 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.6 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as and also trained therapists who come into school for sessions. Teaching assistants will support pupils on a 1:1 basis when this level of need is identified through their EHCP, funding level or for specific interventions. Teaching assistants will support pupils in small groups as a regular part of the teaching day in most classrooms.

5.7 Expertise and training of staff

All our teachers and teaching assistants receive training in understanding and supporting a wide range of pupil need, such as autism spectrum condition, sensory impairments and issues, communication needs and social and emotional needs such as attachment issues.

5.8 Securing equipment and facilities

Bracken Hill School aims to provide necessary equipment to support pupils reach their EHCP outcomes and overall health and well-being.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their Individual Education Plan targets each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the leadership team and subject coordinators
- Using specialized assessment tools to measure progress
- Holding annual reviews of EHCPs for all pupils

5.10 Enabling pupils with SEN to engage in a range of activities

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s) when they are in KS2 and above. All pupils are encouraged to take part in sports day/concerts/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Regular opportunities throughout the timetable for well-being and social and emotional development
- Pupils are also encouraged and supported to build friendships
- Planned activities to build resilience and self esteem
- We have a zero-tolerance approach to bullying and work with children to be respectful of differences and tolerant to individual needs.

5.12 Working with other agencies
When necessary, we will seek advice from other agencies for support and guidance, including the Local Authority and ICDS, local authority support services, families, therapists, social care and other professionals.

5.13 Concerns or complaints about SEN provision
Concerns or complaints about SEN provision in our school should be made to the class teacher in the first instance, who may refer on to the Senior Leadership Team if needed. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.14 The local authority local offer

Our local authority's local offer is published here: https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send

6. Monitoring arrangements

This policy and information report will be reviewed by Richard Jackson, Deputy Head Teacher, **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