

SEN policy and information report



**Bramfield House
School**

Approved by:	Davina Bell	Date: September 2021
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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

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 Zahra Jones and Louise Double with exec responsibility Mark Jeffries (01986 784235)

He 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, all of whom have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, 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 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 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- although it should be noted that this is typically a secondary diagnosis and not the predominant feature of a young person's profile, Asperger's Syndrome, some mild speech and language difficulties- not requiring direct SALT intervention.
- Cognition and learning, for example, dyslexia, dyspraxia, we do not cater for young people with MLD, local delay or significant difficulties with compromised executive functioning.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorders.

5.2 Identifying pupils with SEN and assessing their needs

All students who attend Bramfield House School have an Education, Health and Care Plan which identifies the school as the most appropriate provision for the young person. The EHCP identifies the young person's primary and additional needs. These needs are reviewed annually through the Annual Review Process.

5.3 Consulting and involving pupils and parents

On receiving a referral, the Head teacher will make contact with the family and meet the young person (see admissions policy)

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.

Parents are invited to the school at least annually to review the progress and suitability of placement.

5.4 Assessing and reviewing pupils' progress towards outcomes

The academic progress together with the progress made against the students' individual objectives written into the Education, Health and Care Plan, is monitored regularly by the Head of Education. Where students are not making expected progress staff work together to design, implement and evaluate interventions to remedy the situation. The school will communicate with parents about interventions, and will work alongside parents to enable them to support learning at home.

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 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
- 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 work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. To ensure a successful school placement, the school operates an admission process whereby referral paperwork is scrutinized. This is followed by a home visit, then pupils are invited into school with parents/carers and relevant professionals for an informal meeting. The final decision is arrived at by the school but always takes into account the pupils views and wishes.

Careers education and transition planning is an important part of the Annual Review process from Year 9 onwards. Students meet with their Independent Careers Adviser regularly from Year 9 to discuss ideas about college training or employment. Students attend college open days supported by school staff. Staff also assist with college application forms and attending interviews.

We have links with the Easton College and students in Year 10 occasionally have the opportunity to study vocational courses to familiarize themselves with a college setting. Students in Year 11 undertake a work experience placement.

We work closely with other providers to ensure that the transition post 16 is as smooth as possible.

For the past 3 years 100% of students have successfully made the transition to further education, training or employment.

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

All students at Bramfield House School have access to a broad and balanced curriculum. The majority of students take GCSEs at the end of Year 11. Our curriculum is modified in terms of breadth of subjects offered; we offer a smaller range of subjects and more time is devoted to English, Maths and Science lessons. Class sizes are 8 in KS3 & 4, and between 6 – 8 in KS2. All classes are supported by a Teaching Assistant. As part of our practice we differentiate activities and tasks in lessons, ensuring that students are working on developing skills and knowledge to make good progress. In some lessons there may be elements of small group teaching or 1:1 withdrawal. We run interventions to enable students to make progress with their literacy and numeracy skills. We emphasize life skills throughout our curriculum.

In Year 10 some students may have the opportunity to access qualifications at a local college where students experience vocational learning in a college environment. Our horticulture department is a strength and students can gain qualifications through the Royal Horticulture Society. We offer opportunities for work experience as blocks in Year 11, and on-going opportunities for some students in our local community.

In our residential provision students have access to a broad 24 hour curriculum offering numerous opportunities to develop and promote positive social interaction incorporating communication, independence and self- management skills and the development of self-esteem.

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.

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.

5.8 Additional support for learning

We have 18 teaching assistants who are trained to deliver interventions for literacy and numeracy.

5.9 Expertise and training of staff

Our SENCO is newly in post and is undergoing SENCO training. He has worked as a teacher in the school for 12 years prior to appointment as SENCO.

He is allocated 12 hours a week to manage SEN provision.

We have a team of 2 teaching assistants who are trained to deliver SEN provision.

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

5.10 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 after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

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:

We are committed to multi agency working to ensure that the needs of young person are met. Our work with other agencies is frequent, sustained and responsive to student and family needs.

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

We have a qualified school nurse with extensive experience and links to local services. Staff meet at the start and end of every working day to share information about our pupils and ensure that a consistent and fair approach is taken at all times. Important information about our pupils is circulated to the appropriate staff in a timely and professional manner to ensure that when any member of staff is interacting with your child they will be doing so from a sound knowledge and understanding of your child.

Every member of staff has been employed because they are committed to making a difference to the lives of young people.

Staff receive regular training. We ensure staff have access to a variety of training so they are well prepared to support and assist the pupils.

We encourage students to use their student voice to raise any concerns or issues that they have. The Pupil meeting meets regularly and brings any issues to the fore. Students are also involved in planning for their care and targets through IEPs, Annual Reviews.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

Professionals from other agencies including Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health support the work of the school when necessary working with us to devise strategies and offer training and advice whenever necessary.

5.13 Complaints about SEN provision

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

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

The school informs parents of any activities available in the local area – this information is given on the website

5.15 Contact details for raising concerns

Contact Davina Bell (01986 784235) to raise any concerns.

5.16 The local authority local offer

Our local authority's local offer is published on the LA website.

6. Monitoring arrangements

This policy and information report will be reviewed by Davina Bell, Headteacher, **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