

Easthampstead Park Community School

Special Educational Needs and Disability Policy and Information Report



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

At Easthampstead Park Community School we believe that all students have the right to a broad and balanced curriculum and that they have access to a challenging and broad curriculum pitched appropriately at their level whatever their prior attainment so that each student is a valued, unique individual that can achieve their potential.

The school will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

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 coordinators (SENCOs) 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 SENCO

The SENCO is Miss Buchanan

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, 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 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, 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

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.

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 take into account the parents' concerns.

- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.
- We will formally notify parents when it is decided that a pupil will receive SEN support.
- Student profiles and provisions will be shared via the Edukey app.

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 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 through their pupil profile. 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 where appropriate. We will agree with parents and pupils which information will be shared as part of this under GDPR.

Students with SEND who transfer from other schools are supported through their induction to the school by the tutor, SENCO and Learning Zone staff to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from EPCS usually visit feeder schools and specialist staff from the Learning Zone also maintain close liaison which continues into Year 7. Identified pupils may receive additional transitional visits as part of this preparation. In year 11 students where there is an identified need may also be supported through additional visits to alternative providers.

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. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access

support from teaching assistants and specialist staff. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, HLTA, Learning Support Assistants or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's coordinated arrangements which appear in the Provision Map. A Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENCO and Governors will normally oversee this provision to ensure it meets the objectives of this policy.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating and scaffolding 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 where appropriate.
- 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 a number of teaching assistants and HLTAs who are trained to deliver interventions such as Freshstart, Numbersense, Thinking Reading, Read and Spell, Drawing Therapy, Re-tracking, ASD social skills, Handwriting, SALT language support, Small group Maths-Dyscalculia, Circle of Friends, Maths Whizz.

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

- Educational psychologist
- Hearing Impaired service
- ASSC (ASD) advisory teacher
- Behaviour Support Service
- TASS
- Speech and Language service
- CAMHs
- Berkshire Anxiety Clinic
- College Hall Outreach
- Occupational Therapist
- Young Minds
- YouthLine
- Dysfluency Service
- Physiotherapist

5.9 Expertise and training of staff

Our SENCO has 12 years experience in this role. They are allocated designated time a week to manage SEN provision.

We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

- NVQ 2 and 3 Teaching Assistant
- HLTA
- Assessment and diagnosis of Maths difficulties KS3 & 4
- Drawing Therapy
- ASD training L2 understanding challenging behaviour
- CACHE L2 Mental health in young people and children
- CACHE L2 Specific Learning Difficulties
- CACHE L2 Understanding Autism
- Open College Network - Supporting Learning with reference to children with special educational needs
- Settling Troubled Pupils
- SALT training
- EAL training
- TEFL training
- Emotional Literacy
- Dyslexia Training
- Sensory training
- Speech and Language Training- Elkan Level 2

5.10 Securing equipment and facilities

Where students require specific adaptations these needs would be identified as part of their provision and additional funding may need to be requested through and EHCP. Examples of specific adaptations we have used to support students

- Alpha smarts/ laptops for identified students
- Task management boards
- dyslexia friendly exercise books
- Coloured overlays
- Concentration aids
- ASD/ Sensory room
- Learning Zone classroom
- Homework club after school with LSA support
- Literacy Base
- Numeracy Base
- Writing slopes
- Visual timetables
- Traffic light cards

- Pencil grips
- Ear Defenders to block out distracting noises
- Small Tangle Texture to fidget with
- Pop up partition to block out unwanted distractions

- Numicon blocks- Maths

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 after a set period of weeks depending on the intervention.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- 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) to. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The school site provides full access to all learning areas of the school.
- There is access to a lift for those students who need to access lessons where they are not on the ground
- There are disabled toilets available throughout the site.
- Regular advice from Advisory support services including Hearing Impaired service, Visually Impaired service, ASSC Service and Physical disability service is sought for individual students to aid any required adaptations.

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 a range of extra curricular clubs to promote teamwork/building friendships etc.
- Clear boundaries and expectations.
- The use of Individual Behaviour Plans (IBPs)
- Meetings with key teaching staff to review positive strategies
- Guidance from ADHD and ASD classroom strategies
- Alternative curriculum where appropriate

- Reasonable adjustment made based on individual needs.
- Regular meetings with Head of Year.
- Referrals to external agencies.
- Emotional and Behaviour support Mentor
- Circle time
- Social skills groups
- Peer Mentoring
- Buddy system
- Talk about program
- Lunchtime supervised time

We have a zero tolerance approach to bullying and use a tell a teacher approach to encourage students to report any concerns they may have

5.14 Working with other agencies

Following a discussion with parents a referral may be made to an outside agency for further support and guidance on meeting the needs of individual students,

5.15 Complaints about SEN provision

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Should the matter still remains unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

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

See Bracknell forest Local Offer.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.bracknell-forest.gov.uk/children-and-family-services/special-educational-needs/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed 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.

Reviewed and Revised:

September 2020

Responsibility for implementation and Review:
Progress Committee

Assistant Head Inclusion and Learning and

Date of next review:

Autumn 2021