



SEN Policy and Information report

Strive for Education

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1. Values

At Strive for Education we want all pupils to achieve their full potential – emotionally, physically, socially and academically. This is nurtured through a proactive and caring environment that promotes consistency, stability and respect for all. We want pupils to be resilient and persevering whatever the challenge and our support to enable them to reach this goal is unrelenting.

Teachers and support staff are committed to having high expectations and aspirations for all pupils, whatever their starting point. Within a climate of consideration for others, students show kindness, respect, tolerance and equality for all individuals within and beyond our school. We want our students to feel safe, enjoy their learning and flourish.

2. 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.
- Ensure that the advisory body makes provision for vulnerable students who have SEN or those who are disabled.
- '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.' (6.1 CoP 2014)

3. 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

4. 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.

Types and categories of special educational needs

The 0-25 SEND Code of Practice (2015) identifies ‘four broad areas of [special educational] need and support’:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

These areas allow schools to gain an overview of their pupils’ range of needs. The 0-25 SEND Code (2015) emphasises: ‘The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need.’ (section 6.27) There is a significant area change from the previous Code of Practice: ‘Social, emotional and mental health’ has replaced the 2001 Special Educational Needs Code of Practice’s ‘Behaviour, emotional and social difficulty’. This reflects the change in thinking around causes of ‘challenging behaviour’ and growing concern about young people’s mental health. There is now only one support code – ‘SEN support’ – which replaces the 2001 support codes of ‘early years/school action’ and ‘early years/school action plus’.

The School Census

Although Government wishes to move away from assumptions about pupils’ needs based upon their difficulty or disability, they still need information about specific categories of need to allow them to predict levels of future resource. This is collected through the statutory ‘School Census’.

The Government first started collecting information on individual pupils in 2002 through the Pupil Level Annual Schools Census (PLASC). In 2006 (for secondary schools) and 2007 (for other educational settings), the PLASC was replaced by The School Census. This statutory census is carried out three times a year (January, May and October). Click [\[here\]](#) for more information.

Census categories of special educational needs include:

- Specific learning difficulties (SpLD);
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI);
- Hearing impairment (HI);
- Multisensory impairment (MSI);
- Physical disability (PD);
- ‘SEN support’ but no specialist assessment of type of need (NSA).

Since the spring 2015 census, the ‘Behaviour, emotional and social difficulties’ (BESD) category is no longer an option.

For information about 2014-2015 transitional arrangements for special educational needs categories of need, see Department for Education (2014).

5. Roles and responsibilities

5.1 The Pastoral Leader will take lead responsibility for all SEN They will:

- Work with the Head of Centre 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 Head of Centre 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

5.2 The Head of Centre

The Head of Centre will:

- Work with the Pastoral Lead 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

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

6. SEN information report

6.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

6.2 Identifying pupils with SEN and assessing their needs

Through our referral process commissioning schools will be responsible for identifying threshold levels for pupils with SEMH. 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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil 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.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the commissioning school who will identify 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 and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher or teaching assistant will work with the Pastoral Lead 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.

6.5 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.

6.6 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.

We will also provide individual assessments and interventions. These may include anger management, therapeutic approaches.

6.7 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.

6.8 Additional support for learning

We have 1 teaching assistant for every 6 students plus a pastoral leader who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when they are struggling to regulate their behaviour and this is having an adverse effect on their progress.

Teaching assistants will support pupils in small groups when they are timetables to do so. Intervention will be directed based on the specific needs of the pupils.

6.9 Expertise and training of staff

Our pastoral leader is experienced in this role and is a skilled and dedicated professional when managing SEN provision. We have a team of teaching assistants, who are trained to deliver SEN provision.

6.10 Securing equipment and facilities

As part of our SEN provision we have a dedicated sensory room and also 1-1 breakout rooms for specific work and interventions.

6.11 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 every 2 weeks
- Using pupil questionnaires
- Monitoring by the pastoral lead

- Together with commissioning schools we will hold annual reviews for pupils with statements of SEN or EHC plans

6.12 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. All pupils are encouraged to take part in special events/sports activities/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

7. Monitoring arrangements

This policy and information report will be reviewed by the Head of Centre and pastoral leader every year. It will also be updated if any changes to the information are made during the year.

8. Links with other policies and documents

This policy links to our policies on:

- Behaviour and Positive Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions