



Working Today For A Brighter Tomorrow

**Broadlands Hall School
SEN Policy Annual Report**

Prepared By	<i>Hazel Simmons Headteacher</i>
Approved by the Proprietor	<i>Colonel Keith Boulter</i>
Date Approved	October 2018
To Be Reviewed	September 2019

1. Aims

Our SEN policy and information report aims to:

- Set out how Broadlands Hall School will support and make provision for students with special educational needs (SEN): the majority of the school's students have SEN and/or a Statement / EHCP.
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Our mission is to help students thrive, to achieve the very best they can and to be happy. Our students are challenged, via a personalised curriculum, to achieve their full potential: socially, academically and vocationally.

We value every student, celebrate their unique abilities, recognise every achievement and our aim is to help them graduate and go on to be as independent as possible and make a valuable contribution to the community in which they live.

We provide an individual curriculum that enables each student to achieve and develop the skills and the knowledge that is required to live as independently as possible. We discuss the young person's specific educational needs with parents, carers and Social Workers prior to admission and this enables staff to plan an individualised curriculum in advance. Parents/carers and Social Workers are asked to provide a copy of any Educational Psychologist's Report or Medical Report if available and these are taken into account when the individual curriculum is designed.

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 students 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 student 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 Fran Brown.

They will:

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, Social Workers and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be a key point of contact, alongside the Headteacher, for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education and/or accommodation to ensure students and their parents are informed about options and that a smooth transition is planned
- Work with the Headteacher 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 students with SEN up to date

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO 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 Lead Teachers

Each Lead Teacher is responsible for:

- The progress and development of every student in their 'house'
- Working closely with any learning support 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 student'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 and severe and multiple learning difficulties
- Attachment and Trauma disorder

5.3 Consulting and involving students and parents

We will have an early discussion with all stakeholders around the student when identifying the specific special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' / guardians/ carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing students' progress towards outcomes

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

Lead Teachers will work with the Headteacher, Occupational Therapist and SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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/carers
- The student's own views (where possible)
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents, carers, stakeholders and (where possible) students which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

Music Therapy

Speech and Language Therapy

Occupational Therapy

5.7 Adaptations to the curriculum and learning environment

On entry, each student is assessed for a minimum of half a term to ascertain appropriate levels in all curriculum areas. An IEP is written for each student and reviewed termly or before if needed. The targets are determined by the statement and our initial assessment. This in turn, informs planning as it dictates the student's academic targets. Records of Assessment are kept for each student and are updated each half-term using a combination of teacher assessment and summative tests. From this the individualised curriculum can be adjusted further if required. We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it plus 1:1 support, 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

Learning Support Assistants will support students on at least a 1:1 basis at all times.

Learning Support Assistants will support students in small groups as appropriate.

We are able to arrange for students to use computers in classes and teachers trained in the use of Makaton and PECS will be available for non-verbal students.

5.9 Expertise and training of staff

Our SENCO has four years' experience in this role

All Learning Support Assistants are trained to deliver SEN provision.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions every ½ term
- Using student questionnaires
- Holding annual reviews for students with statements of SEN or EHC plans
- Participating in, where relevant, regular (2 or 3 times annually, depending on the LA) LAC reviews

5.12 Enabling students 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 students, including our after-school clubs.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student 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 students to improve their emotional and social development in the following ways:

- Students are encouraged to be part of the school council
- Students are encouraged to be part of club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with all agencies from the LA in respect of every child.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

Contact is via the Headteacher or the SENCO on 01440 702559

5.17 Contact details for raising concerns

H Simmons: 01440 702559 hazelsimmons@broadlands-hall.co.uk

5.18 The local authority local offer (see your LEA's website for more details).

We work with many different local authorities, all of whom publish their own local offer on their website. For specific particulars, please contact the school.

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on (not an exhaustive list):

- Accessibility Policy
- Behavior Management Policy
- Equality and Diversity Policy