



Special Educational Need and Disability (SEND) Policy

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Approved by the Proprietor	Keith Boulter
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SEND Policy

Aims

Our SEND policy and information report aims to:

- Set out how Broadlands Hall School will support and make provision for students with special educational needs & disabilities (SEND): all of the school's students have an EHCP
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

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

We value every young person, celebrate their unique abilities, recognise every achievement and our aim is to help them 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 young person to achieve and develop the skills and knowledge 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 considered when the individual curriculum is designed.

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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN coordinators (SENCOs) and the SEN information report

Definitions

A young person has SEND 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 young people of the same age by mainstream schools.

Roles and responsibilities

The Head Teacher

They will:

- Determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual young people with SEND
- Provide professional guidance to colleagues and work with staff, parents, social workers and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be a key point of contact, for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education and/or accommodation to ensure young people and their parents are informed about options and that a smooth transition is planned
- 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 SEND up to date
- Have overall responsibility for the provision and progress of learners with SEND

Lead Teachers

Each Lead Teacher is responsible for:

- The progress and development of every student in their group
- 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 Head Teacher to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND information report

SEND 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

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 young person
- Everyone is clear on what the next steps are

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 Head Teacher to carry out a clear analysis of the young persons needs. This will include:

- The teacher's assessment and experience of the student
- EHCP and IEP targets/outcomes
- 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 young persons 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 young person 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 young person's progress.

Supporting students moving between phases and preparing for adulthood

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

Our approach to teaching young people with SEND

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

High quality teaching is our first step in responding to young people who have SEND. This will be differentiated for individual young people.

We will also provide the following interventions to young people who require it:

- Music Therapy
- Occupational therapy
- Speech and language therapy

Adaptations to the curriculum and learning environment

On entry, each young person is assessed for a minimum of half a term to ascertain appropriate levels in all curriculum areas. An IEP is written for each young person and reviewed termly or before if needed. The targets are determined by the EHCP and our initial assessment. This in turn, informs planning as it dictates the young person's academic targets. Records of assessment are kept for each student and are updated each half-term. 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 can access this plus 1:1 support, teaching style, content of the lesson, scaffolding, 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.

Additional support for learning

Learning Support Assistants will teach and support young people on at least a 1:1 basis always. Learning Support Assistants will teach and support young people in small groups as appropriate. We can arrange for young people to use computers in classes and teachers trained in the use of Makaton and PECS will be available for non-verbal students.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for young people with SEND by:

- Reviewing young people individual progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using young people's voice and questionnaires
- Holding annual reviews for young people with EHC plans
- Participating in, where relevant, regular LAC & PEP reviews

Enabling young people with SEND to engage in activities available to those who do not have SEND

All our extra-curricular activities and school visits are available to all our young people. All young people are encouraged to take part in sports day/school plays/special workshops, etc. No young person is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development

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

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

We have a zero-tolerance approach to bullying.

Working with other agencies

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

Complaints about SEND provision

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

Contact details of support services for parents of students with SEND

Contact is via the Head Teacher – Chris James-Roll on 01440 702 559

Contact details for raising concerns

Chris James-Roll: 01440 702559 or head@broadlandshall.co.uk

The Local Authority local offer

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

Monitoring arrangements

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