



SEN Policy

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 and or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. As a school we are strongly committed to raising the aspirations of and expectations for all pupils with Special Educational Needs and/or Disability (SEND) and we provide a focus on the outcomes for children and not just provision/ support.

We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical Needs

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.

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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 Caroline Haley (maternity leave) and the Acting SENCO is Mrs Clare Coates. They will:

- Work with the Principal 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

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- 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 Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal 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

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- 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
- Learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

Provision for children with special educational needs is a matter for the whole school. The Governors, Headteacher, SENCo and all other members of staff, particularly class teachers and teaching assistants, who have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry to Bradley Green Academy in order to ensure that they build on the patterns of learning and experiences already established during the child's pre-school years or previous school. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences in order to formulate the basis for planning the next steps of the child's learning

Children's progress is continually monitored. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Possible indicators of SEN maybe as follows:

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- A child's 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 academic 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

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and will play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge and understanding of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, and also to the review and transition processes. Our school website contains details of our Special Educational Needs Information Report, which explains the arrangements made for our SEN children. We keep parents fully informed at all stages of the special needs process and we positively encourage them to make an active contribution to their child's education. We will hold termly meetings to share the progress of their child and will always inform them of any outside interventions. Parents will be involved in the process of decision-making and they will be provided with clear information relating to the education of their child. Parents always have access to the SENCo via the schools email address or by telephone.

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We as a school endeavor to involve parents and pupils throughout the process so 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

5.4 Assessing and reviewing pupils' progress towards outcomes

- Children's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCo every half term in reading, writing and numeracy.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- 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

Support plans and implementation of the graduated approach

If class teachers feel a child is still not making expected progress or a child is experiencing difficulties the school will implement Cycle 1 of the graduated approach initially inviting parents to discuss their concerns and invite you to share your aspirations, key concerns and discuss how we could work together to support your child at home/school. The class teacher will be making further observations, implementing necessary support and reviewing its impact. Generally within a termly period or sooner a further meeting is arranged it may be decided to maintain this level of support, withdraw the support and monitor the pupil carefully or to elevate the support to Cycle 2. At this point a

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child may then be added to the SEN register, there will be involvement of the SENCO and there may be discussion with the parents regarding seeking external expertise/assessment to provide further advice and support to the children. Targeted teaching, interventions and referrals may also be discussed at these meetings to inform future actions.

It may become apparent that some children may have learning needs which require very intensive and personalised approaches as their needs are severe, complex and lifelong. At this stage Cycle 3 is implemented and the SENCO may have already applied for an Education, Health and Care Plan (EHCP) or be seeking a statutory assessment. This means the child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First teaching and intervention groups.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or any other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. In addition we will communicate with high school staff to ensure smooth transition. We maintain strong links with our local high schools and endeavor to support pupils fully particularly those children who have SEND.

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. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all children who have SEN needs are met.

- High quality first teaching for all pupils
- Highly skilled support staff, who work under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

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- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Liaison with the SENCo around effective strategies from children's support plans and a child's 'one page profile'.
- Implementing interventions as necessary and which may be recommended by outside agencies

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, iPads, 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

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Where children's specific needs have been identified class teachers liaise closely with the SENCo and directly with outside agencies.

In addition we have staff who are experienced and have received training to deliver interventions for a range of special educational needs. We are always seeking to evaluate their effectiveness and identify new ways of supporting diverse needs.

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

- Consultant educational psychologist

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- Pupil Support services: communication language and autistic spectrum support CLASS); Behaviour for Learning intervention Service (BLISS); Time to Shine, Integrated Services for Children with Additional Needs (ISCAN).

5.9 Expertise and training of staff

Our SENCO is an experienced teacher and has the NASENCO award; she is a member of the Senior Leadership Team (SLT). The Acting SENCO has over 6 years of experience within a Local Education Authority Special Educational Needs Department, having previously held the senior role of Education Officer (SEN).

We have a team of teaching assistants, including 2 who are higher level teaching assistants (HLTAs), who are trained to deliver a spectrum of SEN provision.

5.10 Securing equipment and facilities

The SENCO is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education Health and Care Plans. The Principal or School business Manager will inform the Governing Board of how the funding allocated to support special educational needs has been deployed. The Principal, School business Manager and SENCO meet as required to agree on how to use funds directly related to children with Education Health and Care Plans.

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 6/8 weeks
- Using pupil questionnaires
- Whole school enquiry/work and lesson scrutiny/lesson observations
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Liaising with class teachers, parents and pupils

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5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We offer a range of extra-curricular activities both during the school day - lunchtime and breakfast sessions and after school. Sessions are varied regularly to offer a variety and all children are welcome to join them if they wish too. All school visits are chosen to promote inclusivity so that all children are able to participate. All pupils are encouraged to go on our residential trip(s) to Robinwood Activity Centre.

Throughout the year we hold themed events, welcome visitors and hold annual events such as sports day and health day, these events are always designed with inclusion in mind. Pupils are never 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 pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.
- We have a learning mentor whose role is to support children with their social and emotional needs.
- We run programs of support such as hotshots, yoga and team/friendship building activities.
- All classes follow a structured PSHE&C (personal, social, health and economic and citizenship education) curriculum to support this development.

5.14 Working with other agencies

The school accesses specialist support from:

- Local Authority central services such as: CLASS (communication, language and autistic spectrum support, MAAT – Multi agency autism assessment team Behaviour Support (Blis) and the Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- Consultant Educational Psychologist.

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5.15 Complaints about SEN provision

Any concerns regarding SEN provision should ideally be taken up with the class teacher who will then consult with the SENCo. If concerns remain unresolved then parents should follow the school complaints procedure which can be found on the school website.

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

The schools SEND Information report provides further details of the schools provision for children with SEN and disabilities, parents are also able to contact the school directly with any queries. A wealth of information is also available via the Local Offer (details below).

5.17 Contact details for raising concerns

Mrs Vicky Cameron – Principal 0161 368 2166

Mrs Clare Coates – Acting SENCO 0161 368 2166.

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.bradleygreen.org.uk/send-local-offer/>

Our local authority's local offer is published here:

<https://www.tameside.gov.uk/localoffer>

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.

7. Links with other policies and documents

This policy links to our policies on:

- Positive Behaviour policy
- Equalities Scheme
- Medical Needs policy
- Accessibility policy
- SEND Information report.

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Reviewed: 26th August 2018
By: Mrs C. Coates, Acting SENCo
Mrs V. Cameron, Principal

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