



SEN policy

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Written by	Carol Nolan
Reviewed By	Grace Speak man
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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

We endeavour to;

- Deliver a structured thrive aligned curriculum
- Agree to a Thrive aligned trauma informed curriculum offer and agree a pledge that outlined our vision and values.
- Offer a value-added education package to our learners to expand and explore thrive within the community for our learners through extra curricula activities and enrichment opportunities.
- Invest in Safe Start staff and teams to embed our ethos, vision, and values
- Listen to our Learners and take feedback through the voice of our learners to encompass any improvements and developments within the school

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

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 the 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 Mrs Carol Nolan

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 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 – Mr Matthew Davies

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 SEN Governor to determine the strategic development of the SEN policy and provision within 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)

5.2 Identifying pupils with SEN and assessing their needs

Through a family lens – how can we work with parents and carers to break the cycle of adverse childhood experiences moving from one sibling to another?

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

How can we build on a toolkit to educate parents that childhood adversity can impact on the architecture of a child's development and empower them on putting strategies in place to overcome barriers ?

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 child
- 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.

5.4 Assessing and reviewing pupils' progress towards outcomes

All staff at Safe Start Education will pride themselves the identification of interventions for SEND to ensure that opportunities to make progress are maximized.

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 or 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.

All staff will have access to the following to support the delivery of their subject;

- Individual Education Plan
- Student Passport
- Individual Behaviour Plan
- Student Risk assessment
- Boxall Profile

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. We will agree with parents and pupils which information will be shared as part of this.

All prospective students at Safe Start will begin on a graduated induction period.

- Initially week one will be afternoon sessions.
- Week Two will form morning sessions.
- Week three will begin on a full time attendance plan.

Should individual circumstances inform this induction package the Headteacher and Deputy Head will ensure a supportive induction is made available.

5.6 Our approach to teaching pupils with SEN

At Safe Start Education the class teacher will work with your child on a daily basis to ensure progress is achieved. Teachers work as part of a team in class with Educational Teaching Assistants, Activity Support Assistants.

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.

Your child will be based in a Form group with the staff member who will also provide form time sessions.

This class group will be consistent throughout the academic year.

We will also provide the following interventions:

- Catch up to learning.
- Life Skills Challenge - ASDAN

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, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access to earphones and technology support

5.8 Additional support for learning

We timetable classroom support for pastoral needs alongside learning support daily.

At Safe Start our learning mentor provides key pastoral support in which our I thrive trauma informed approach is at the forefront of daily practice.

5.9 Expertise and training of staff

Our SENCO has 1 year experience in this role and has worked as 12 years' experience in SEN provisions.

We have 1 teaching assistant.

In the last academic year, staff have been trained in ACE, ITHRIVE, Quality First Teaching delivery and Team Teach.

5.10 Securing equipment and facilities

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 ie visual timetables, writing frames etc.

- 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.
- Specialist teaching and support staff

This includes and is not inclusive to:

- Access to the pastoral room with sensory support equipment
- Access to fidget toys, visual aids, therapy putty etc.
- Specialised pens to assist writing
- Supportive software or technology

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 four weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Classroom observations by Headteacher and Deputy Head
- Work sampling through QA learning journeys
- Informal feedback from all staff.
- Student progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with external professionals.
- Regular meetings about students' progress between all staff.
- Executive Director / Head teacher's report to Governors.

5.12 Support for improving emotional and social development

We support all students through weekly PSHE timetabled sessions.

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 and designated student voice sessions.
- Pupils with SEN are also encouraged to be part of club to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

5.13 Working with other agencies

At Belmont School, we work with external agencies to enhance the support we can provide to our pupils in order to further support the SEN needs.

This includes but is not exclusive to

- Local authorities – to ensure the placement and support offered is meeting the pupil needs
- Social workers – to help meet social needs and keep communication channels open to best support pupils and their families
- CAHMS – to offer specialist support to our pupils Belmont School will make referrals and speak to CAHMS workers for support and advice for school, families and the pupil
- Educational Psychologists dependent on the need of a pupil i.e. behavioural, dyslexia diagnosis etc.
- Well-being Hub who offer a range of services from Occupational Therapists, Speech and Language Therapists and Art Psychotherapist

5.15 Complaints about SEN provision

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

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 for raising concerns

At Safe start, we are committed to providing high-quality services for all our school community, taking account of users' views and using the findings to promote and develop capacity for sustainable improvement.

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and if unresolved by the SENDCo / Headteacher. The Governor with specific responsibility for SEND may be involved if necessary.

Formal complaints can be made in the following ways:

- By telephone – 03300431546
- By Email – head@safestartuk.org / info@safestartuk.org
- In writing – by completing the Complaints Form, which is available from the Safe start Internet and the school.
- For further guidance our complaints policy provides more information on how we handle complaints.

5.17 The local authority local offer

Our contribution to the local offer is: [Tameside Local Offer](#)

SEND Pupil Support Services are offering a Parent Helpline, to support any parents with children with additional needs at home. The team can provide advice and strategies regarding all areas of SEND. The phone number for parents is 0161 342 5503. The call will be triaged and then passed on to the most appropriate service. If schools are aware of parents requiring support or guidance with SEND learners at home, they should refer them to the helpline, where they can access immediate expert advice and strategies.

6. Monitoring arrangements

This policy and information report will be reviewed by Rachel Pilling & Carol Nolan **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

- Accessibility plan
- Behaviour
- Equality Policy
- Supporting pupils with medical conditions
- Curriculum Plan

Appendix ;

SAFESTART

Photo

INDIVIDUAL EDUCATION PLAN


Name:		Date:	
Date of Birth:		Review Date:	
Year Group:		School:	
Class Teacher(s):		Form Tutor :	
SENCP Info :		Agencies involved:	
Strategies		Areas for improvement:	
Diagnosis	Strategies	Review Date and Notes	
Reading Level:		Vocational Pathway:	
Spelling Level:		Science:	
Maths Level:		Overall Target:	

Name: _____
 Year Group: _____
 Form Tutor: _____



My story:

What people like and admire about me;



My aspirations for the future;

What's important to me now?

What's important for me to achieve?

 Plan – Do- Review	Name	Date:		
	Date of birth:	Review Date		
	Year Group:	Form Tutor		
	Core Staff			
EISCP Information;	Medical Information	Agencies involved	Boxall Target	Current Attendance
Evidence as part of Plan – Do-Review	Outcomes sought PLAN	Strategies and Implementation DO	Next Steps Plan	Date of review; REVIEW
Attainment data collected Attitude to learning data collected Annual Reports Completed Meeting with pupils or parents Informal lesson observations SEN Assessment External Agency assessment Post 16 Planning				