



Burstow Park School

**SEN Policy
and
Information Report

2022/23**

Contents

1. Aims.....	2
2. Legislation and Guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities.....	3
5. SEN information report.....	3
6. Monitoring arrangements.....	7
7. Links with other policies and documents..	7

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)
- Set out the types of special educational needs and disabilities we are able to support
- Set out our ordinarily available provision for all students
- Explain the roles and responsibilities of everyone involved in providing for pupils

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 agreements and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 **Isabel Harvey**

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 operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, particularly 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 resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) 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 headteacher

The headteacher will:

- Work with the SENCO and Executive Head 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

4.3 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or other 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:

- Social, Emotional and Mental Health difficulties, including but not limited to anxiety, depression, self harm, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Moderate, multiple and/or specific learning difficulties

5.2 Consultations

Consultations for a placement at Burstow Park School / Cornfield School are accepted from Local Authorities only. Whilst most children admitted to school have an Education, Health and Care Plan, this is not a condition of admission. The school's Admissions Policy sets out the detail of how students are admitted to school.

5.3 Assessing and reviewing pupils' progress towards outcomes

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
- The child's EHCP targets / outcomes
- Their previous progress and attainment or behaviour
- Other teachers' assessments
- The individual's development in comparison to their peers and national data
- Advice from external support services, where available and/or relevant

The assessment will be reviewed regularly.

All students will have an individual IEP after their first term, which will also take account of progress against their EHCP targets. All students will undergo a reading age assessment at least annually. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support strategies to be provided, and any teaching strategies or approaches that are required in order for the child to engage with their learning opportunities. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting a pupil is moving to. At all Annual Reviews for Year 9 onwards, we will work with parent and the LA, plus other professionals involved, to identify targets to prepare the child for adulthood and independence.

5.5 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 the following interventions:

- Small class sizes – a max. of 6 pupils per class, each with a teacher and a teacher assistant
- High staff:child ratio throughout school, with a maximum of a 1:3 ratio at all times
- Full time pastoral support available to all students / families
- Vertical class groupings to ensure children are grouped by academic level and characteristic rather than by NCY group
- Regular liaison with students' therapists / counsellors etc.
- Able to facilitate therapeutic interventions as required by students EHCP
- A Restorative Justice approach adopted throughout school
- An in-house Adolescent Nurture Group provision
- Fully differentiated classroom for each student, based on their current attainment level, existing knowledge level, and learning style

- Movement breaks allowed in all lessons, as required
- Learning delivered in small chunks using a bitesize approach
- Instructions are given in short, consider manners, using the child's name first to gain attention
- A 'now, next and then' approach where there are several parts to a lesson
- Pre-teaching and re-teaching as required / appropriate
- Spiral curriculum delivery to enable students to revisit and embed previous learning
- Extended processing time provided in all classes
- Twice daily tutor check-ins, at the start and end of the day for all pupils (small group or 1:1 as required)
- Supervised social times with social modelling at all times
- A consistent delivery style across all lessons
- A blended learning pathway offer for students who require pre-teaching in order to access a full time timetable

5.6 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 as required for each student
- 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.

5.7 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when their learning requires this, their EHCP states it is required, or to support a child to access the curriculum at any stage

Teaching assistants will support pupils in small groups routinely, and move to a 1:1 arrangement as required.

ELSA support is available for any student requiring it at any point within the school year – agreed on an individual basis in discussion with the child's parent / carer.

5.8 Expertise and training of staff

Our SENCO has previous experience in this role and has worked as an Inclusion Lead in a range of educational settings.

They are allocated 4 days per week to manage SEN provision.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Team Teach, Supporting Student's Mental Health, ADHD, Self-Harm and Suicidal ideation, Adverse Childhood Experiences, Safeguarding children with SEND, Prevent, Forced Marriage, Autistic Spectrum Conditions, Managing behaviour positively.

5.9 Securing equipment and facilities

School will provide the necessary equipment / resources as set out in a child's EHCP

5.10 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 targeted interventions after half a term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops

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

5.12 Support for improving emotional and social development

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

- All pupils are encouraged to be part of the school council
- A high adult:child ratio throughout school at all times, including social / break times
- A full time Pastoral Lead is available to support each student and their family
- Vertical tutoring grouping in all classes
- Twice daily tutor check-ins are timetabled in for every student each day

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

We are committed to working in partnership with other professionals to support a child's development. This includes but is not limited to health and social care bodies, local authority support services and voluntary sector organisations, aimed at meeting pupils' SEN and supporting their families.

5.14 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.

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

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

In the first instance, please contact the school SECO via the School Office: 01293 226940 or bps@burstowparkschool.org

5.16 Contact details for raising concerns

Where parents or professionals have concerns, these can be discussed informally with the child's tutor in the first instance, or directed to the Headteacher if a satisfactory resolve is not reached. A copy of the school's Complaints Policy can be obtained from the School Office or via the school's website.

5.17 The local authority local offer

Parents are invited to consult their Local Authority's Local Offer:

www.surreycc.gov.uk/localoffer

www.westsussex.gov.uk/localoffer

www.croydon.gov.uk/localoffer

www.merton.gov.uk/localoffer

6. Monitoring arrangements

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

It will be approved by the Proprietor.

7. Links with other policies and documents

This policy links to the following documents:

- Admissions Policy