



SEN policy and information report

Approved by:	Steve Davismoon	Date: 26.09.22
Last reviewed on:	16.03.24	
Next review due by:	01.09.25	

Vision

Creating the right life opportunities for every pupil, student and learner through the best quality specialist education and care.

Mission

1. Celebrate each pupil, student and learner as a unique individual.
2. Identify each individual's aspirations and ensure that they are able to achieve these.
3. Create high quality learning environments that are nurturing, vibrant, innovative, caring and happy.
4. Provide the best evidence-based approach to teaching and curriculum development.
5. Develop expert staff through bespoke continuous professional development.
6. Engage with the wider community to enable each pupil, student and learner to be fully included.

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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

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.

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 the headteacher

They will:

- Work with the CEO 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 (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 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 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 CEO and 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 for a range of needs, including:

- Severe learning difficulties, profound and multiple learning difficulties and autism
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Any combination of these and other associated comorbid conditions

All pupils attending our school are subject to the same admission arrangements as described in our **Admissions Arrangements 2023 - 2024** document and cited below

Pupils are admitted to the school following the statutory processes required under the 1996 Education Act. This involves consultation with parents and carers, health and social care professionals, the pupil's local authority and the school's leadership team. If agreement is reached that the school is the appropriate placement, an offer is made subject places being available in the school.

5.2 Identifying pupils with SEN and assessing their needs

All pupils attending our school will have an Education, Health and Care Plan in which their learning needs will be described.

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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

5.3 Consulting and involving pupils and parents

We will work closely with parents and carers to plan each pupils' learning programme. These will be regularly reviewed and updated via parent/carers consultations and the statutory annual review process.

- 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.

5.4 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
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views where appropriate
- 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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.

High-quality teaching based on evidence-based approaches will form the foundation of all pupils' learning. The school will also offer a range of interventions relative to individual pupil's needs that may include

- Art therapy
- Speech therapy
- Sports coaching
- Work experience

5.7 The curriculum and learning environment

We have developed and implemented a curriculum which meets the needs of all pupils in the school. The curriculum is offered across four pathways which relate to pupils' needs and learning profiles. Pupils have access to all subjects of the national curriculum which are adapted according to the pathway that the pupil is following.

The school's **Accessibility Policy and Plan** provides further details of how we intend to maintain and develop our learning environment in order to improve our capacity to meet pupils' needs.

5.8 Additional support for learning

Where appropriate, pupils follow bespoke programmes designed to meet their specific needs at particular points in their education. Specialist staff are engaged in the delivery of these programmes.

5.9 Expertise and training of staff

The staff team in our school are experienced in the field of SEND and bring a wealth of expertise to their daily practice. Staff training ensures that members of staff retain and develop their skills on a regular basis.

5.10 Securing equipment and facilities

There is a range of specialist equipment and facilities including

- Hydrotherapy pool
- Sensory room
- Eyegaze equipment
- Adapted sports equipment
- Specialist IT resources
- Quiet rooms and safe spaces

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of our school by

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires, parent/carers surveys and staff surveys
- Monitoring by the SENCO
- Holding annual reviews for EHC plans

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

Extra-curricular activities and school visits are available to our pupils, including our after-school and Saturday clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports days, music festivals and school performances.

No pupil 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 pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are supported in developing high aspirations

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works closely with allied health professionals, social care workers, SEND officers and a range of therapeutic services to meet the broad array of needs pupils experience.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to Rachel Hill, the Trust's Business Manager, 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 of support services for parents of pupils with SEN

Salford's local offer can be found at

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

5.17 Contact details for raising concerns

All concerns are to be directed to Rachel Hill at rachel.hill@salford.gov.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

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. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility Policy and Plan
- Admissions Arrangements 2023-2024
- Behaviour Support Policy
- Equality information and objectives