



SEN Policy and Information Report

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
July 2020	Policy created	Mathew Rogers
July 2021	Policy reviewed, minor additions focusing on greater parental engagement in SEND processes	Ashleigh Pearson / Mathew Rogers

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	November 2020	Alan Scott
2021-22		

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1. Mission, vision, values and aims

Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.
- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

Values

- Resilience
- Independence
- Care

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 a special education need or disability (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 offered 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 Ms. Ashleigh Pearson. The Special Needs Co-ordinator (SENCo), is responsible for the strategic direction of SEND provision to ensure all SEND students receive their full educational entitlement and have access to a suitable, broad and balanced curriculum. Responsibilities of the SENCo are:

- Coordinating the team of teaching assistants who support SEND students.
- Supporting whole school professional development in the area of SEND.
- Liaising with the Finance Manager regarding management of the SEND budget.
- Ultimately maximising the progress and engagement of all pupils in the school with a SEND diagnosis, whether they have and EHC plans or are SEN Support.

The SENCo reports directly to the Deputy Headteacher (Pastoral), currently Mr. Mathew Rogers. The SENCo has completed the National Award for SEND Co-ordination.

The SENCo will:

- Work with the Leadership Group and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Develop and maintain positive relations with parents/carers of pupils with SEND, working in partnership to ensure all are supporting the child
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise and lead on the graduated approach to providing SEND support, using a clear referral process based on the principles of assess, plan, do and review
- Advise on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies linked to SEND, especially Manchester City Council and its SEND hub 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

- Take an active role in the options process for all pupils with SEND to ensure the most appropriate Key Stage Four qualifications are chosen for SEND pupils. This work will occur in conjunction with parents/carers.
- Work with the Leadership and Governing body 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 SEND up to date

4.2 The SEN Governor

The SEND Governor, Chair of the Pastoral Committee Roz Webster, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Deputy Headteacher (Pastoral) and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the Deputy Headteacher (Pastoral), the SENCo and SEND Governor Roz Webster to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class regardless of SEND
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions for pupils with SEND in their classes and how they can be linked to classroom teaching
- Utilising the strategies in the pupil passports to ensure that effective and personalised differentiation is in place for pupils with SEND
- Working with the SENCO to review pupil progress and development
- Taking an active role in feedback to the SENCO to allow the SENCO to decide on any changes to provision and SEND teaching strategy
- Ensuring they follow this SEND policy fully

5. SEND Information Report

5.1 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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Upon Entry

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.

At the beginning of year 7, we conduct a number of assessments to identify the strengths and needs of pupils, which we use in conjunction with information we receive from primary schools. The assessments we use are:

- Cognitive Abilities Tests (CATs)
- STAR reading test (reading comprehension)
- Word reading and spelling tests
- Communication screening tool
- PASS (Pupil attitudinal) tests

From collating all the information that the above assessments give us about a student, we are able to identify those students who may have special educational needs.

For the students who are identified as possibly having special educational needs, additional assessments take place, where possible.

These will usually be either:

- In depth dyslexia screener, completed by a specialist teacher •
- A more detailed speech and language assessment, carried out by our speech and language therapist
- An Educational Psychologist review

Throughout the School Year

Students who are identified as SEND are monitored by the SEND Team throughout the year, as per the SEND policy. Each faculty has an SEND link who liaises with the SENCO to provide training and resources to their faculty to support SEND students.

New referrals

If a teacher believes a student may have a SEND they can refer to the SEND team using the school's SEND referral process (Appendix 1).

The school's SEND referral policy follows two cycles of the 'Assess, Plan, Do, Review' cycle and then the student is placed on the SEND register. Each pupil on the SEND register has a unique pupil passport, which outlines personalised differentiation strategies for that pupil which helps inform teachers of how to best support that student. These are developed in conjunction with the pupil, parent/carer and school staff, as well as best practice in teaching and learning from the SENCO's own expertise.

Further information may be sought from the Educational Psychologist, Speech Therapist and/or specific literacy teacher who attend site on a weekly or fortnightly basis. A formal annual review for all children with a statement or Education, Health and Care Plan will take place, where progress will be discussed and targets set for the future.

The Pastoral team can also refer pupils for a formal SEND assessment at stage 2 of the Behaviour Support process (please see Appendix 1 of the Behaviour and Respect Policy, available here: <https://burnage.manchester.sch.uk/school-policies/> if pupils are not making sufficient progress with their behaviour and engagement with staff.

Intervention

Taking the results of these assessments in to account, we assign teaching assistants to support students identified as possibly having special educational needs, as well as those students who are on the SEND register. On a half termly basis, the SENCO meets with the SEND teachers, the SEND Link staff and a small group of TAs to discuss how individual students are getting on in class, along with the progress they are making. At this meeting, targets are identified for the following half term, as well as interventions planned for a student or group, if appropriate.

These interventions include:

- Rapid Reading
- Drawing and Talking
- Language for Behaviour and Emotions
- Speech and Language Therapy
- Zones of Regulation

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision based on findings in Section 5.2. These initial conversations will make sure that:

- We will formally notify parents when it is decided that a pupil would benefit from receiving SEND support.
- Notes of these early discussions will be added to the pupil's record and given to their parents.

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns, views and suggestions as to the best possible SEND provision for their child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are for the child
- We work collaboratively as a SEND team around the child involving the school and the parents/carers
- We will contact every parent of a pupil on the SEND register at least once per year regardless of their progress over the year, providing them with the most up to date copy of their son's pupil passport and inviting feedback as to how our SEND provision could be further improved.
- We will provide offers of additional SEND support for parents/carers of pupils with SEND at key times such as transition from Year 6, Key Stage Four option choices and transition to post 16 education

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**, including for pupils who are not currently on the SEND register but where teachers have registered concerns.

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:

- Pupil progress through SISRA, whether at, above or below expected progress
- Pupil progress through ClassCharts which shows an overview of behaviour and engagement
- The teacher's formative assessment and experience of the pupil
- 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
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed. 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. These will be communicated through the pupil passport, with staff alerted to changes through our briefing and bulletin. 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

The SENCO and starts planning transition for some students from year 5. We hold additional visits for year 6 students with special educational needs. During these visits, the students have the opportunity to meet with staff, get used to finding their way around the school building, and to trial different types of lessons.

We will provide additional support for SEND pupils to assist in the Key Stage Four options process, ensuring the best possible options for SEND pupils are taken. In preparation for leaving school, students have the opportunity to take part in work experience. Impartial careers advice will be provided, with students with SEND pupils being offered individual careers advice from year 10 onwards to reduce the chances of SEND pupils becoming NEET. During year 11, SEND students take part in a transition programme with colleges to ensure they are prepared for leaving school.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We endeavour to ensure students with special educational needs follow a mainstream curriculum, with any support that they need to do this taking place in class. However, in some cases we have to be flexible to the needs of the individual, which may mean they are supported outside of the classroom, either one to one or in a small group. When this happens, we always ensure the parent/carers are fully informed of this, and are in agreement that this is the most appropriate way to meet their child's needs.

For transition from year 6 into year 7, we have a nurture class, for students who have significant learning needs. The class has a maximum class size of 12, with the support of at least one teaching assistant in all lessons. They follow a differentiated curriculum, which gives them the benefit of slower paced lessons, with lots of opportunity for over learning of key concepts. However, the goal of this nurture class is to ensure that all pupils can take a full part in the mainstream curriculum by year 8.

For students in KS3 who have special educational needs, but are able to access a mainstream curriculum, students are taught in loosely banded classes. In these classes they have access to differentiated lessons, and when needed, have access to the support of a teaching assistant. In addition, each SEND pupil has a pupil passport which outlines clear differentiation strategies to personalise the learning for that pupil.

At KS4, students follow a curriculum that includes core subjects, along with their option subjects. During year 9, careful consideration has been given to the best pathway for each individual student, with the intention of maximising their achievement at the end of year 11. This pathway has been discussed with the student and their parents/carers so that everyone is in agreement that they are happy with the curriculum they will be following from September. Pupils with SEND will be offered additional support to ensure that the most appropriate options are chosen.

We also offer a differentiated KS4 curriculum for certain SEND pupils where students are able to access Entry Level Qualifications alongside their choice of options subjects.

5.7 Adaptations to the curriculum and learning environment

Staff development and training to support children with specific needs is provided for all staff. Teaching staff have been asked to contribute to annual reviews, and attend any other planning and assessment meetings as required.

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 to meet need

- Using recommended aids such as laptops, reader pens, overlays, visual timetables, larger font, etc.
- Offering a range of appropriate access arrangements such as extra-time, a scribe or a reader, where appropriate
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Support from one or more of the following professionals:
 - Dyslexia teacher
 - Speech & Language therapist
 - Teachers of the Deaf
 - Educational Psychologist
 - School Counsellor
 - CAMHS trained CBT workers through the Greater Manchester Thrive Mental Wellbeing project
 - The Early Help Hubs
- Our school building is DDA compliant. For further information, please refer to the Accessibility Plan, found at: <https://burnage.manchester.sch.uk/school-policies/>

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when that pupil's progress measures through SISRA and/or Classcharts determine that extra adult support is appropriate to close the gap between expected and actual progress.

Teaching assistants will support pupils in small groups when a clear need is met which can be facilitated in small groups, such as catch up literacy or numeracy.

We work with the following agencies and/or providers to provide support for pupils with SEND:

- Dyslexia teacher
- Speech & Language therapist
- Teachers of the Deaf
- Educational Psychologist
- Counsellor
- Manchester Sensory Team
- Manchester Mind

5.9 Expertise and training of staff

Our SENCO is new to this role and is currently undergoing the NASENCO qualification. She has previously worked as the SEND link teacher for English.

They are allocated 21 hours a week to manage SEN provision.

We have a team of 10 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ACES, assessment of SEN and Speech and Language difficulties and Austistic Spectrum Disorder.

We use specialist staff for dyslexia, SEMH difficulties, hearing impairment and speech and language difficulties.

5.10 Securing equipment and facilities

Assessing need for extra equipment and facilities for SEND provision will be measured through annual reviews and pupil progress reviews. Should a particular need and solution to this need be identified, the SENCO will access the SEN budget and liaise with the Business Manager, Mr. Toufik Merzougui to source the necessary equipment.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing teacher assessment data on SISRA and Classcharts
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Engaging with all parents/carers of pupils with SEND at least annually to check the best possible plans are in place

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

All children are encouraged to engage in all activities available within school. The school is committed to ensuring children with SEND have access to all activities on offer, by making appropriate adaptations, ensuring trained staff are available to support the young person, and working closely with parents/carers to ensure they agree the activity is appropriate. This year students have been supported to attend residential trips by staff, who have received additional training or advice so that have fully understood the medical conditions that the child they are supporting have.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs unless a risk assessment and/or medical advice suggests that an activity would not be appropriate.

Our SMSC curriculum entitlement is universal, all pupils will attend these experiences as part of the curriculum in school.

All pupils are encouraged to go on our residential trip(s), including Ghyll Head, Castle Head and Duke of Edinburgh awards with appropriate risk assessments in place if appropriate.

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

No pupil is ever excluded from taking part in these activities because of their SEND.

Our building is accessible to pupils with physical difficulties. Our Accessibility Plan can be found at: <https://burnage.manchester.sch.uk/school-policies/>

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:

- A planned Personal Development Curriculum that is delivered during tutor time. This curriculum is evaluated regularly, and adapted as needs arise.
- Each student has a house leader and a form tutor who know them well, and monitor their wellbeing in school.
- Mentoring support to students when needed, as well as an array of extra-curricular activities and visits.
- A nurture support class in year 7 for students who have special educational needs and need additional support to settle in.
- A zero tolerance to bullying, and encourage students to discuss any concerns they have with a member of staff they trust.
- Pupils with SEND are part of the school council through our SMART School Council model
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.
- A clear pupil behaviour escalation support process involving the use of SEND assessment, EHA offers and specialist support for pupils suffering with SEMH challenges. For more information please read our Behaviour and Respect Policy, found here: <https://burnage.manchester.sch.uk/school-policies/>
- A dedicated Mental Health Lead, Ms. Celine Doyle and a clear Mental Health Policy with escalating universal, targeted and specialist support, found here: <https://burnage.manchester.sch.uk/school-policies/>

5.14 Working with other agencies

We work closely with Manchester Children's Services, the Early Help Hubs, Complex Safeguarding Team, Prevent, Manchester Healthy Schools, the PSHE Association, the School Nurse Service, Manchester Metropolitan University and CAMHs to support continual improvement in our SEND provision.

5.15 Complaints about SEND provision

The school has a comprehensive complaints policy, which can be accessed here: <https://burnage.manchester.sch.uk/school-policies/>

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 SEND

Manchester City Council operates a comprehensive local offer for parents/carers of pupils with SEN. Details of support services can be found here:

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

Additional support is also offered at the Information, Advice and Support Service Manchester which can be found here:

[About IASM | Help & Support Manchester](#)

5.17 Contact details for raising concerns

- Ms Ashleigh Pearson, (SENCo)
- Mr Mathew Rogers, Deputy Headteacher (Pastoral)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo, Ms. Ashleigh Pearson, 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, found at: <https://burnage.manchester.sch.uk/school-policies/>
- Behaviour and Respect Policy, found at: <https://burnage.manchester.sch.uk/school-policies/>
- Equality information and objectives, found at: <https://burnage.manchester.sch.uk/school-policies/>
- Supporting pupils with medical conditions, found at: <https://burnage.manchester.sch.uk/school-policies/>
- Children with Health Needs who Cannot Attend School, found at: <https://burnage.manchester.sch.uk/school-policies/>
- Child Protection and Safeguarding Policy, found at: <https://burnage.manchester.sch.uk/school-policies/#>

8. Appendices

Appendix 1 – SEND referral Process



SEND REFERRAL PROCESS
Assess. Plan. Do. Review

A student is showing signs of a potential barrier to learning that is repeatedly preventing them from making progress.

Academic – Teachers, Teaching Assistants, Faculty inclusion links

Pastoral – House Leaders, Form Tutors, Pastoral inclusion links, Mentors

Stage 1:
 Collaborate with your Faculty Inclusion Link to discuss support strategies and complete a **Stage 1 Referral Plan – Academic**. Parents called. Trial for 5-6 weeks. Progress Review.

Stage 1:
 Collaborate with your Pastoral Inclusion Link to discuss support strategies and complete the **Stage 1 Referral Plan – Pastoral**. Parents called. Trial for 5-6 weeks. Progress Review.

Stage 2:
 Meet with your Faculty Inclusion Link to discuss impact and new strategies. If successful, student is removed. If not, complete **Stage 2 Referral Plan - Academic**. Parents called. Trial for 5-6 weeks. Progress Review attended by

Stage 2:
 Meet with your House Leader to discuss impact and new strategies. If successful, student is removed. If not, complete **Stage 2 Referral Plan – Pastoral**. Parents called. Trial for 5-6 weeks. Progress Review. Attended by PI and SENCO

Stage 3:
 Inclusion link reviews impact of strategies with SENCO. If successful, student is removed. If not, Inclusion link creates a **Pupil Passport** and refers for further intervention. For example, SALT, EP, OT. Parents called.

Stage 3:
 Inclusion link reviews impact of strategies with SENCO and PI. If successful, student is removed. If not, Inclusion link creates a **Pupil Passport** and refers for further intervention. For example, SALT, EP, OT. Parents called.

If continued support is required, student will remain on the SEND Register and an outcome will be recorded and reviewed half-termly by the SENCO and TA Team to ensure continued progress.

