

SEN Policy and Information Report

Burnage Academy for Boys



DRAFT – TO BE REVIEWED BY GOVERNORS

Approved by:		Date:	
Last reviewed on:	13/09/18		
Next review due by:	October 2019		

Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Definitions	3
4. Roles and responsibilities	4
4.1 The SENCO.....	4
4.2 The SEND governor.....	4
4.3 The headteacher.....	5
4.4 Class teachers.....	5
5. SEND information report	5
5.1 The kinds of SEND that are provided for.....	5
5.2 Identifying pupils with SEND and assessing their needs.....	6
5.3 Consulting and involving pupils and parents.....	6
5.4 Assessing and reviewing pupils' progress towards outcomes	7
5.5 Supporting pupils moving between phases and preparing for adulthood	7
5.6 Our approach to teaching pupils with SEND	8
5.7 Adaptations to the curriculum and learning environment, including additional support for learning ..	8
5.8 Expertise and training of staff	9
5.9 Evaluating the effectiveness of SEND provision.....	9
5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND	9
5.11 Support for improving emotional and social development	9
5.12 Working with other agencies	10
5.13 Complaints about SEND provision.....	10
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

1. Aims

Burnage Academy for Boys is an inclusive mainstream school, which encourages all students to 'BE THE BEST YOU CAN BE', regardless of any special educational need and/or disability.

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

2. Legislation and guidance

This policy and information report has been compiled in accordance with the SEN Code of Practice (2014). It should be read in conjunction with the school's Accessibility Policy which can be found at <https://burnage.manchester.sch.uk/wp-content/uploads/2018/08/BAfB-Accessibility-Policy.pdf>.

It takes in to account 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 SEND information report

Our contribution to Manchester's Local Offer can be found at

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

For parents who need general information or advice on their child's special educational needs and/or disability, please contact Information, Advice and Support (formerly Parent Partnership) on 0161 209 8356.

3. Definitions

A pupil has 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 made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The school's SENCOs are Ms Emma Farr and Ms Katherine Horne. They can be contacted for further information regarding this report by phone on 0161 432 1527 or by emailing e.farr@burnage.manchester.sch.uk or k.horne@burnage.manchester.sch.uk

They will:

- Work with the headteacher 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 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 SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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
- 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 SEND governor

The SEND 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 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. SEND information report

5.1 The kinds of SEND that are provided for

As an inclusive mainstream school, and in line with our equality and diversity policy, we consider applications from students with a wide range of physical, medical, social and learning needs.

Annually, we review our SEN register, in line with the SEN Code of Practice (2014). We currently have 139 students who have **identified** special educational needs, and are categorised as needing 'Additional SEN Support' or have a Statement of Special Educational Needs/ Education, Health and Care Plan.

Category of SEN	Statement or EHC	Additional SEN support
Communication and Interaction	6	28
Cognition and Learning	9	48
Social, emotional and mental health needs	3	28
Sensory and/or physical needs	3	14

Additionally, we have a large number of students who are being closely monitored as they have unidentified special educational needs, and are receiving SEN support, whilst we collate evidence, to inform a formal assessment.

Since September 2017, we have requested 6 statutory assessments. So far, 4 Education, Health and Care Plans have been issued, and we are awaiting the outcome of 2.

5.2 Identifying pupils with SEND and assessing their needs

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 test
- Communication Screening tool
- Lucid Rapid for early identification of possible dyslexia

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:-

- An in depth dyslexia screener, completed by our specialist teacher
- a more detailed speech and language assessment, carried out by our speech and language therapist

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 SEN register.

On a half termly basis, the SENCO meets with the SEN teachers, 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.

If a teacher has a concern about a student's progress, and initial interventions that they have trialled to help them 'catch up' do not seem to have had impact, they complete a 'Referral for SEN Monitoring' and meet with the SEN Team. Further information is collated from this point on, and then provision is planned according to the individual student's need.

Further information may be sought from the educational psychologist, speech therapist and/or specific literacy teacher who are in school on a weekly basis.

A formal annual review for all children with a statement or Education, Health and Care Plan has taken place, where progress has been discussed and targets set for the future.

5.3 Consulting and involving pupils and parents

For students who have a statement of special educational needs, or an education, health and care plan, a formal review has been held this year. In addition, parents/carers are encouraged to contact the SENCO for informal discussions throughout the year.

For students who are going through assessment for special educational needs, parents/carers views are central to the process. They have been invited to meet with the SENCO, and other professionals throughout the process, and kept fully informed of what assessments are taking place with their child.

For students who are educated in our support class, all parents/carers were invited in to an information afternoon, where they had the opportunity to find out about the curriculum, observe a class taking place, and discuss their child's learning plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher works 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 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 is reviewed regularly.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that work best. We 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 has strong relationships with local primary schools, and starts planning transition for some students from year 5. Last year, we held additional visits during the last half term, for year 6 students with special educational needs. During these visits, the students had the opportunity to meet with staff, get used to finding their way around the school building, and to trial different types of lessons.

In preparation for leaving school, students have taken part in enterprise days, as well as planning their work experience. Impartial careers advice has been provided, with students with special educational needs being offered individual careers advice from year 10 onwards.

During year 10 and 11, many students with special educational needs attend ASDAN lessons as one of their options; the aim of the course is to prepare for adulthood, and promote independence. During year 11, these 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

The needs of our SEND students are considered individually and a plan for how their needs can be met in school is discussed with both them, and their parents/carers. In general we try 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.

From year 7 - 11, we have a support 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.

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.

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.

5.7 Adaptations to the curriculum and learning environment, including additional support for learning

Heads of Faculty ensure that all teaching and learning in their faculty is suitable for all students. Schemes of work, lesson planning and homework tasks have been reviewed regularly and developed as necessary to support all learners. 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.

Where necessary, additional resources have been provided for students; this has been in the form of individual or small group intervention, and/or equipment to aid their learning.

In some cases, students have needed additional support that cannot be provided by a teacher. Therefore, they have been referred for support from one or more of the following professionals:-

- Dyslexia teacher – in school 3 days a week
- Speech therapist – in school 2 days a week
- Teacher of the Deaf – in school 1 day a week
- Educational Psychology – in school 1 day a week
- Occupational therapist – in school 1 day a week
- Counsellor – in school 2 days a week

These professionals have worked closely with the SEN faculty and teachers to ensure we are aware of how lessons can be modified to meet the needs of specific individuals.

Our school building is DDA compliant. For further information, please refer to the Accessibility Policy.

5.8 Expertise and training of staff

We have a team of 21 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

They receive regular advice and support from the specialists listed in 5.7 of this report.

In the last academic year, all staff received resilience training, to help them support students with social, emotional and mental health difficulties in school.

The focus for the next academic year is supporting speech and language needs within the mainstream classroom.

5.9 Evaluating the effectiveness of SEND 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 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All children are encouraged to engage in all activities available within school, unless a risk assessment and/or medical advice suggests that an activity would not be appropriate. 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.

This year, one student with special educational needs has been elected to our school communication team, and two students have been elected as prefects.

5.11 Support for improving emotional and social development

Burnage Academy for Boys has a planned pastoral curriculum that is delivered during tutor time. This curriculum is evaluated regularly, and adapted as needs arise.

Each student has a house leader and 2 form tutors who know them well, and monitor their wellbeing in school. In addition, we offer mentoring support to students when needed, as well as an array of extra-curricular activities and visits.

We have a support class in year 7 for students who have special educational needs and need additional support to settle in.

We have a zero tolerance to bullying, and encourage students to discuss any concerns they have with a member of staff they trust.

5.12 Working with other agencies

We have worked closely with Children's Services, Early Help and CAMHs, when there are concerns about a child's wellbeing.

A school nurse comes in to school weekly.

5.13 Complaints about SEND provision

If you have any concerns regarding provision made for students with special educational needs, please contact Emma Farr in the first instance. In the majority of cases, we would hope that concerns can be resolved at this point, as we are fully committed to responding to an individual's needs wherever possible. If the matter cannot be resolved through discussions with the SENCO, complaints can be made in writing to Mr Iain Ross (Deputy Head).

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

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Farr every 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 information and objectives
- Supporting pupils with medical conditions