

# SEN Policy and Information Report



Approved by: S. Leek

Date: September 2024

Last reviewed on:

Next review due by: September 2025

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**The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Although children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, due consideration should be given when assessing needs.

The framework for supporting children and young people with special educational needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

<http://www.gov.uk/government/publications/send-code-of-practice-0-to25>

Nottinghamshire has developed a SEND local offer, which is a resource that is designed to support children and young people with special educational needs and/ or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer included information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

## **Mission statement**

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Bilsthorpe FHA. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teaching staff and pupils working together. Our commitment to this is outlined in this policy.

## 1. Aims

At Bilsthorpe Flying High Academy we believe that all children should leave here equipped with a lifelong love of learning and curiosity that will help them develop high aspirations and all the skills they need for successful futures. They will look back with pride; remembering all their experiences at Bilsthorpe Flying High Academy with a smile, knowing it was fun. When they leave us, they do so as confident young people for the next phase of their education. To ensure that we achieve this, we will

- Provide a broad and balanced curriculum for all pupils, according to their needs. This will link to our school values: responsibility, perseverance, aspiration, pride, enjoyment, confidence and creativity. The values help shape the children into 21st century citizens ready to take on the world with confidence.
- Make provision to ensure that pupils with special educational needs and disabilities are able to have full access to all elements of the curriculum, including activities taking place outside school hours and away from the school building.
- Ensure that special educational needs are identified, planned for, assessed and catered for.
- Ensure that planning, teaching and assessment takes account of the type and extent of difficulty experienced by the child.
- Make sure that all our pupils are involved in decisions made about them and their education.
- Work closely with all involved agencies, in order to provide the best possible support for our pupils.
- Make sure that we involve parents in school life and keep them fully informed about their children's progress.

We share a whole school responsibility to ensure all children are given the opportunity to achieve their full potential.

## 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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- [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 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 SENCO is Andrea Newman

She 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 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 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 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. 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),
- 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**

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**

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**

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 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 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 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.

We have our own Pre-School and Foundation Unit. Therefore, we are able to identify needs early and put in support where necessary. Where necessary we will ask for support from outside agencies.

Children moving to secondary school will receive transition with their new school during the summer term. Staff will liaise with secondary school staff to pass on information prior to this. Where it is decided that a child needs further transition, this will be arranged with the secondary school, the child and parents. Information is shared with feeder school SENCO during Springboard meetings which take place 3 times during the year.

Children entering our school will have the opportunity to view the school with a member of SLT giving them and their parents the chance to ask questions. The SENCO will always liaise with other schools to ensure that information is shared prior to a child entering our school or transitioning to another school.

#### **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 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:

- Phonics interventions

- 1:1 reading
- Pre and post teach
- ELSA
- Thrive

### **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, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing scaffolds etc.

### **5.8 Additional support for learning**

We have 9 teaching assistants who are trained to deliver interventions such as phonics, 1 to 1 reading, ELSA and Thrive

We deploy the TAs based on need throughout school. They deliver interventions outside the classroom and work within the classroom to support learning by working both 1:1 and in a small group under the direction of the class teacher and SENCO.

We work with the following agencies to provide support for pupils with SEN:

- C+I Team
- C+L Team
- SAP Service
- Education Psychology Service
- Physical Disability Support Service
- Early Years teachers

### **5.9 Expertise and training of staff**

Our SENCO has 9 years experience in this role.

They are allocated a day and half a week to manage SEN provision.

We have a team of 9 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in Makaton level 1 and 2, they have attended emotional and mental health wellbeing training. They have attended Trust training events. ELSA supervision has taken place. Additional training has taken place throughout the year working alongside staff from outside agencies.

We use specialist staff where needed who work alongside school staff to ensure we meet the needs of our pupils.

## **5.10 Securing equipment and facilities**

Where it has been decided that school needs further equipment to support with a child, a request will be made at Springboard by the SENCO.

## **5.11 Referral for an Education, Health and Care plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be request by a parent. This will occur when the complexity of need or a lack of clarity around needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/ carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information is gathered relating to the current provision, action points that have been taken and the preliminary outcomes of the targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against the decision.

Further information about EHC Plans can be found via the SEND Local Offer

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

## **5.12 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 set on their pen portraits
- Reviewing the impact of interventions during and after the intervention has ended
- Using pupil questionnaires
- Monitoring by the SENCO
- Using class action plans to measure progress
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in both year 4 and in year 6

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

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

We work alongside parents and the pupil themselves to ensure that plans are in place to allow safe engagement.

All policies linked to inclusion can be found on the school website

#### **5.14 Support for improving emotional and social development**

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
  - All pupils take part in class assemblies and Jigsaw lessons
  - We have a trained ELSA member of staff who works with children who have been identified by both the class teacher and the SENCO.
  - We have a Thrive practitioner within school who works with both children and families who have been identified by both the class teacher and SENCO
  - We work with outside agencies including the EP service
  - We work with parents to ensure that where necessary outside agency support is accessed.
- We have a zero-tolerance approach to bullying.

#### **5.15 Mental Health and Wellbeing**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school child protection policy and speaking to the designated safeguarding lead or deputy.

Our school recognises the diverse needs of all children including those with SEN and disabilities and provides a pastoral approach to ensure that mental health and wellbeing needs are met.

#### **5.16 Working with other agencies**

School follows the Graduated Approach when accessing other agencies.

The SENCO attends Springboard meetings termly where requests for outside agency support including Early Years, C+I, C+L and EP is sought.

Where necessary, school will refer to SALT following school based assessments, observations and meetings with parents.

School will work with parents to complete Getting To Know Me Forms. EHAFs and referrals to Small Steps will be made where support is needed for parents.

### **5.17 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO 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:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.18 Contact details of support services for parents of pupils with**

**SEN** We work with parents to support them to access support where needed.

- Ask Us Nottinghamshire (formerly the Parent Partnership Service) 0800 121 7772  
E-mail [enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk)
- <https://www.nottinghamshirehealthcare.nhs.uk/camhs-self-referral>

### **5.19 Contact details for raising concerns**

If you have any concerns about the provision being provided for your child, you should first speak to the SENCO then Head Teacher

### **5.20 The local authority local offer**

Our contribution to the local offer can be found at

[http://search3.openobjects.com/kb5/nottinghamshire/directory/service.page?id=Yz4WzH5uQu8&nawdirector\\_ychannel=9-2-6](http://search3.openobjects.com/kb5/nottinghamshire/directory/service.page?id=Yz4WzH5uQu8&nawdirector_ychannel=9-2-6)

Our local authority's local offer is published here [www.nottshelpyourself.org.uk > directory > localoffer](http://www.nottshelpyourself.org.uk/directory/localoffer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Andrea Newman 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
- Attendance
- Physical Intervention
- Asthma

- Administration of medicines
- Equality data and objectives