

SEN Policy and Information Report Bedford



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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

KWS is a secondary SEMH school, as such we strive to give equality of opportunity, equal access to a broad and balanced curriculum, differentiated learning which meets all needs, improved and sustained self-esteem and enjoyment, and praised success to promote the academic and holistic learning for all its pupils. We will endeavour to:-

- a. Use consistent criteria to assess a child's performance and to identify strengths as well as weaknesses, so that the rate of progress can be monitored.
- b. Provide and deliver appropriate programmes of study or differentiated materials where necessary.
- c. Embed clear processes which will enable staff to monitor progress and to use timelines and procdueres to record the work of all of our pupils.
- d. Ensure that staff recognise that there is a continuum of needs and a continuum of provision and support. To also ensure a structure is provided so that outside agencies can be involved at the appropriate stage.
- e. Ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with SEND with whom they come into contact.
- f. Establish procedures which enable staff to liaise with parents on a formal and non-formal basis.

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

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 Mariam Joseph.

They will:

Work with the leadership team 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 Trustees

The Trustees 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 leadership team

The leadership team will:

Work with the SENCO 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 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 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.

5.3 Consulting and involving pupils and parents

Upon entry to KWS we meet the pupil and their family regularly to ensure that we have had conversations to support success that go alongside what is identified in the EHC plan. 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 curriculum and holistic offer from KWS

5.4 Assessing and reviewing pupils' progress towards outcomes

At KWS we embed keywork sessions into our timetable to enable focus on and progress towards EHC plan targets. The work done in these sessions follows a cycle of target-setting and review that is embedded into our school planning and meetings.

The class or subject teacher will work with the pupil's keyworker and SENCO to ensure that each pupil's needs are met. This will draw on:

- The keyworker's assessment and experience of the pupil
- The pupil's support plan
- Their previous progress and attainment or behaviour
- Knowledge gained from the EHC plan
- 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

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. Upon entry to KWS we will liaise closely with the child's former school and meet with them and the family to ensure transparent transition.

Through our life skills offer and keywork, we prepare pupils for transition to the next phase of their learning.

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:

- Daily keywork sessions
- Twice weekly extended keywork sessions
- Weekly intervention sessions to address gaps in academic learning and the wider outcomes
- Social skills sessions to build confidence and self-esteem and prepare our pupils for the next stages

5.7 Adaptations to the curriculum and learning environment

At KWS our entire timetable and offer has been created to address, support and promote success for pupils with SEN.

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.
- Ensuring a high staff:pupil ratio to enable timely and targeted support
- Adapting our resources and staffing
- 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.
- Creating a sensory/calm area for pupils to access to support them in self-regulation

5.8 Additional support for learning

All our staff are trained in SEN practice and receive regular CPD to update their skills. Most of our classes offer 2:1 support, and we have 1:1 support available as needed. All our classes are small, with a maximum of 5 for core learning and 10 for wider learning

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

- SEN advisors from the LA
- Alternative providers which broaden learning and experiences for our pupils (e.g. Ride High, Christian Foundation, dance tutor)
- Speech and Language therapists
- Psychotherapist
- Educational psychologists

5.9 Expertise and training of staff

Our SENCO has 15+ experience in this role and all of our staff excel at working with pupils with SEN. We hold termly meetings for student updates, assessments, keywork and staff are required to complete their own CPD each term in an area of their choosing which support developing our learners. All learning gained from network meetings and forums is shared with staff to ensure that our delivery is consistent and our understanding of SEN is thorough.

5.10 Securing equipment and facilities

At KWS all subject budgets are set and reviewed yearly. Our buildings and equipment is planned and structured to support learning for our cohort – all SEN. We are funded via the Las of the pupils who are on our roll and as such we regularly share where the funding is spent and the impact this has had on the learning.

5.11 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 interventions after each half-term.

Using pupil questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

School audits by the leadership team

Overall school outcomes

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

All of our activities and school visits are available to all our pupils. All pupils are encouraged to go on our trips and all pupils are encouraged to take part in sports days, fundraising activities and visitor sessions.

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

At KWS all that we offer is available to all, and we ensure that any adaptations needed are made to meet this requirement – see our curriculum policy

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:

Keyword slots as outlined above

Focus on Mental Health and Wellbeing in our curriculum offer

Development of social skills weekly

Structuring our school day to allow downtime

School day ends at 2pm to allow for travel time and home-school balance

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Through the nature of KWS we are constantly working with other agencies to support our pupils. As almost all have an EHC plan we have regular communication with the LA and other providers, dependent upon the child's needs.

5.15 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 and suspensions

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

The main source of support for SEN for our parents is the Bedford Borough SEND team (01234 228375). However our other most common LAs are Milton Keynes (01908 657825); Central Bedfordshire (0300 300 8356) and Cambridgeshire (internet search Cambridgeshire SEN 0-25 offer). For students from other local authorities please go to your councils website and search SEND support.

5.17 Contact details for raising concerns

For any concerns needing to be raised with KWS please contact Sarah Nichols-Weaver on 01234 358638.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Nichols-Weaver **every 2 years**. It will also be updated if any changes to the information are made during the year. It will be approved by the trustees.

7. Links with other policies and documents

This policy links to the following:

Behaviour policy

Admissions policy

Curriculum policy