

# Frederick Bremer School



## SEN policy and information report

**Approved by:** Governors – SIP Committee **Date:** September 2018

**Last reviewed on:** September 2018

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## 1. Vision

Frederick Bremer School fully endorses the core principles of the SEND Code of Practice (2015). In line with the Code of Practice the school aims to include it’s pupils with SEND within its mainstream provision, as long as it is an efficient use of the Local Authority’s resources and providing that the school is appropriate for the child’s, ability and aptitude and that their inclusion with in the school is not incompatible with the efficient education of other pupils.

The school is committed to making the principles of the SEND Code of Practice (2015) a reality at Frederick Bremer: to this end *all children and young people are entitled to a fully inclusive education within the mainstream curriculum that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.*

## 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 (SENDCOs) and the SEN information report

## 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 SENDCO**

The SENDCO is Ms Ria Mills (020 8498 3480) [r.mills@bremer.waltham.sch.uk](mailto:r.mills@bremer.waltham.sch.uk)).

They will:

- work with the headteacher and SEND 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 SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parent/carers, 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 parent/carers 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 SEND up to date

### **4.2 The SEN governor**

The SEN governor will:

- help to raise awareness of SEND 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 SENDCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- work with the SENDCO and SEND 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 SENDCO 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

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry through meetings with primary schools, which will build on previous settings and Key Stages, where appropriate; meetings with pupils follow from initial assessments. 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 parent/carers. We will use this to determine the support that is needed through assessment by the SENDCO and whether we can provide it by adapting our core offer, or whether something different or additional is needed. SENDCO assessments may include observations, SEN checklists and the involvement of outside agencies such as the school Educational Psychologist and Speech and Language Therapists.

### **5.3 Consulting and involving pupils and parent/carers**

We will have an early discussion with the pupil and their parent/carers 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 parent/carers' 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 parent/carers.

We will formally notify parent/carers when it is decided that a pupil will receive SEN support.

Parent/carers of children with SEND are consulted regularly by person-centred reviews, regular reviews, home and school contact through phone and email, and regular parent/carer voice and questionnaires. SEN

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and ASC staff make themselves available at parent/carer/carer evenings and other events such as Careers and Progression evening for year 11 pupils; as well as hosting regular coffee afternoons, book looks and work showcases to ensure parent/carers are involved in pupils education and learning.

### 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 SENDCO and SEN department will carry out a clear analysis of the pupil's needs. This will draw on:

- class teachers assessment and experience of the pupil
- their previous progress and attainment and behaviour
- termly data and reports
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parent/carers
- 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; these support plans are available in our schools secure Staff Shared Area. 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

Transition arrangements are made for SEN students for year 6 to year 7 entry, changeover through year groups and transition to higher education post KS4.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parent/carers and pupils which information will be shared as part of this. Meetings and visits are arranged with next providers both pre- and post- entry to ensure a successful and sustained transition. Pupils are supported in completing college/higher level applications, and are given the opportunity to study BTEC qualifications to develop tailored work and life skills.

### 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:

- literacy and Maths, such as Rapid Plus, Accelerated Reader and Toe by Toe
- before and after school GCSE interventions
- 1:1 support with SEN/ASC TAs
- work in smaller groups

### 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 smaller grouping, 1:1 work, teaching style, modified learning objectives and outcomes, etc.

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- adapting our resources and staffing, e.g. visual prompts, vocabulary lists, to-do lists, then and next boards, work with SEN/ASC TAs etc.
- 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, staggered workloads etc.

### 5.8 Additional support for learning

There are a variety of systems put in place to support social and emotional development. The department are involved and make referrals to CAHMS, as well as having a counselling team and behaviour mentors. We have a resident speech and language therapist, and the department also runs social skills groups, friendship groups, and groups for anxiety. Learning mentors run a year 7 buddy system, and there is also an SEN break and lunch-time club. Each student has an individual pupil profile and behaviour plan which is shared with all staff.

We have 12 teaching assistants who are trained to deliver interventions such as ELKLAN speech and language training for students with Autism.

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

- Whitefield Academy Trust
- CAHMS
- Educational Psychologist
- School Nurses
- Speech and Language Therapy Team
- Occupational and Physiotherapy Teams

### 5.9 Expertise and training of staff

Our SENDCO is new to the role of SENDCO but is experienced in SEND provisions and has been a HLTA and then Assitant SENDCO in the school for the last 5 years.

They are allocated 3 days a week to manage SEN provision.

We have a team of 25 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have received in-house INSET training for SEN and ASC. All staff are offered tailored SEN training sessions three times a term. SEN training by outside agencies such as speech and language therapists and educational psychologists are also organised. Support staff have received regular SEN training, and the department receives regular outreach support from Whitefields. The ASC Manager and a number of support staff have qualifications in ELKLAN speech and language training for students with Autism. There are also weekly CPD morning sessions for all SEN support staff.

### 5.10 Securing equipment and facilities

The funding for the mainstream provision does not cover the cost, the shortfall is made up by the funding for the ASC provision.

Mainstream TA Cost	£476 486	HLTA/ASST SENDCO	£692 003
SALT	£23 994	EP Cost	£11 763
Mainstream Student Funding	£162 598	ASC Student Funding	£388 500

### 5.11 Evaluating the effectiveness of SEN provision

The effectiveness of the provision is evaluated by consistent quality assurance and observations of lessons and support staff, with regular feedback. Provision Mapping is used to log and track the effectiveness of support and interventions for individual SEN students. The provision for SEN students was rated as Outstanding by an external review carried out by Swiss Cottage Teaching School and by Challenge Partners. The SEN department also has quality assurance visits from the SEN governor and input from professionals from the SEND Success team.

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

- reviewing pupils' individual progress towards their goals each term
- using pupil questionnaires
- monitoring by the SENDCO
- provision mapping to measure progress
- holding annual reviews for pupils with statements of SEN or EHC plans

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

Frederick Bremer is a fully inclusive school which encourages SEN students to play a significant role across the mainstream school, they are expected to attend all lessons and work is differentiated to meet their needs so they are able to participate in all lessons. The school works closely with SEND Success services to ensure that disabled students are carefully transitioned to mainstream school and on an on-going basis for training and support in meeting specific needs such as Visual Impairment or Hearing Impairment.

In addition the school work closely with the local authority Disability Enablement Service on the admission of disabled pupils with EHCPs into the mainstream school and the Resourced Provision for Autism. The school works with the DES on an on-going basis to secure appropriate funding and resources for all pupils.

SEN students are encouraged to join mainstream extra-curricular clubs as well as being part of the school parliament and prefect programme; in addition many interventions are mixed with SEN and non-SEN students.

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

Pupils are encouraged to attend residential and day trips available across the school, with specialist arrangements made where appropriate.

All pupils are encouraged to take part in sports day and school productions.

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

The school currently provides a sighted guide for a visually impaired student and a medical room and trained staff for a student who is artificially fed through a tube, facilities and provisions change on a regular basis according to the changing cohort and needs of individual pupils.

The schools accessibility plan supports our commitment to delivering provision that is appropriate for all our pupils including those with disabilities, it can be found.....

### 5.13 Support for improving emotional and social development

SEN students are offered keyworker sessions twice a week, where students can talk to a trusted adult about school life. There are also opportunities for SEN students to contribute to the school parliament to voice their views. SEN students are encouraged to apply for the various student leadership programmes and are assisted in their applications.

Bullying is consistently addressed; there are frequent assemblies on respect, acceptance and inclusion. Autism awareness week is featured and publicized to all students and staff.

### 5.14 Working with other agencies

The school has involvement and liaises closely with the Educational Psychologist, school nurse, speech and language therapy team, and the occupational and physiotherapy teams. In terms of social care, there is liaison with social workers, the Early Help Team and CAHMS. There is a home school worker team which helps support families in the school.

### 5.15 Complaints about SEN provision

Complaints from parent/carers of SEN students are arranged through phone or email contact and then meetings can be arranged either with Heads of Year or with the SENDCO or ASC Manager. There is an up to date complaints procedure policy found on the website:

([http://www.bremer.org.uk/assets/user/toolbox/Complaints\\_Procedure\\_2015-2016.pdf](http://www.bremer.org.uk/assets/user/toolbox/Complaints_Procedure_2015-2016.pdf))

This complaints procedure includes the contact details of staff which can be contacted regarding concerns about SEN students.

The parent/carers 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 parent/carers of pupils with SEN

You can find information on SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) through the Citizens Advice Bureau located at:

CAB  
220 Hoe Street  
Walthamstow E17 3AY  
Telephone number: 0300 330 1175

### 5.17 Contact details for raising concerns

Parent/carers can contact Ms Claire Binns (SENDCO) in the first instance, on 020 8498 3366 or [c.binns@bremer.waltham.sch.uk](mailto:c.binns@bremer.waltham.sch.uk). Additionally, parent/carers can contact their child's head of year, contact details for whom can be found in our Parent/carer Handbook.

### 5.18 The local authority local offer

Our contribution to the local offer is: <http://www.bremer.org.uk/sen-additional-curriculum>

Our local authority's local offer is published here:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mr Ben Lyon (Deputy Headteacher) and Ms Claire Binns (SENDCO) **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 Policy
- Equality information and objectives
- SEND Policy
- Anti-Bullying Policy