



## **Stantonbury School SEN policy and information report**

**Academic Year:** September 2021-22

**Last reviewed on:** October 2021

**Next review due by:** October 2022

**Policy lead:** Nicole Wong - SENDCO

## Contents

1. Aims .....	3
2. Legislation and guidance.....	3
3. Definitions .....	3
4. Roles and responsibilities .....	4
5. SEN information report .....	5
6. Monitoring arrangements.....	6
7. Links with other policies and documents.....	6

## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Stantonbury School believes that every student, regardless of gender, ethnic background, religion and special educational need or disability, should be provided with a safe environment which will enable them to reach their full potential. We have high expectations and set challenging targets and we value the different experiences, interests and strengths which influence the way in which young people learn.

Each student is encouraged to take responsibility for their own learning, and they are taught in an environment which gives them the confidence to challenge themselves.

## 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 students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student 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 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 SENDCO**

The SENDCO is Nicole Wong. [nicole.wong@stantonbury-tove.org.uk](mailto:nicole.wong@stantonbury-tove.org.uk)

The SENDCO will:

- Work with the Associate Principal 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 students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

### **4.2 The SEN Academy Improvement Board (AIB) member**

The SEN AIB Member will:

- Help to raise awareness of SEND issues at Academy Improvement Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Improvement Board on this
- Work with the Associate Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Associate Principal**

The Associate Principal will:

- Work with the SENDCO and SEN AIB member 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 Subject teachers**

Each Subject teacher is responsible for:

- The progress and development of every student in their class

- Working closely with any learning support 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 student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of 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 condition, 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 students with SEND and assessing their needs**

We will assess each student'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 students 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 student 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 student 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 students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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 student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

#### **5.4 Assessing and reviewing students' progress towards outcomes**

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

The class or subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or 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 student'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 student 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 student's progress.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and the student which information will be shared as part of this.

#### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Literacy
- Numeracy
- SEMH
- Nurture groups

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all student's needs are met:

- Differentiating our curriculum to ensure all students 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, 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.

## **5.8 Additional support for learning**

We have 14 learning support assistants who are trained to deliver interventions such as: Read, write Inc., Toe by Toe, Word Wasp, Precision teaching, Power of 2

Learning assistants will support students on a 1:1 basis in lessons and for withdrawal sessions focused on the outcomes required of the individual student.

Learning assistants will support students in small groups when doing specific intervention programs.

We work with the following agencies to provide support for students with SEND:

- Speech and Language Therapy
- Inclusion and intervention team
- Child and Family Practice
- PACA
- Mk Educational Psychology Team
- External providers such as Psychotherapists, Animal therapists, Specialist tutors

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

The SENDCO has 12 years of teaching experience and 5 years of working in a specialist SEND role as well as holding the NASENCO qualification.

There is a team of two specialist teachers. One of the teachers holds a level 2 BSL (British Sign Language) Qualification and also holds level 5 specialism in ASC (Autistic Spectrum Condition). Our other teacher is a SpLD assessment coordinator, who is a fully trained assessor of dyslexia and also holds the NASENCO qualification.

Staff receive training across a range of areas relevant to their role and in line with the needs of the students in the provision through a planned programme of Continuing Professional Development.

## **5.10 Evaluating the effectiveness of SEND provision**

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions half termly

- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

### **5.11 Enabling students with SEN to engage in activities available to those in the school who do not have SEND**

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

All students are encouraged to take part in all school activities including trips and visits. No student is ever excluded from taking part in these activities because of their SEND or disability.

There are ramps across the school to ensure that all students have access to the site and lifts in specific points to allow access to buildings on different levels.

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

We provide support for students to improve their emotional and social development in the following ways:

- The Thrive Approach
- Zones of Regulation
- Lego Therapy
- Social Stories

### **5.13 Working with other agencies**

We liaise with other professionals through multi agency reviews which include health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families.

### **5.14 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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

### **5.15 Contact details of support services for parents of students with SEND**

SEND Local Offer - <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

PACA - <http://www.pacamk.org/>

SENDIAS - <https://www.buckscc.gov.uk/services/education/bucks-sendias-service/>

Inclusion and Intervention Team - [inclusionandinterventionteam@milton-keynes.gov.uk](mailto:inclusionandinterventionteam@milton-keynes.gov.uk)

Sensory/ICT Team – [uday.thakkar@st.pauls.org](mailto:uday.thakkar@st.pauls.org)

Children with disabilities team – [childrendisabilityteam@milton-keynes.gov.uk](mailto:childrendisabilityteam@milton-keynes.gov.uk)

### **5.16 The local authority local offer**

Our contribution to the local offer is:

<https://stantonbury-tove.org.uk/index.php/information/send>

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the 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 Academy Improvement Board (AIB).

### **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting students with medical conditions